

Break

Private tangles

The case of Kevin McNamara, Labour member of parliament for Hull Central, is a nice little tangle. Last week Neil Kinnock announced Labour's attack on the public school, and several noble Lords, mostly unimpressed, pressed for more educational support for talented young dancers and musicians.

Mr McNamara has five children. Three go to state schools. One went to Ampleforth, the famous Yorkshire Catholic public school, as a music scholar two years ago. Humberstone contributed to the cost, as part of its policy for talented musicians, and there was a minor upset.

Last week there was a major uproar in the local Labour party when another McNamara son won an Ampleforth music scholarship. Three branches lodged votes of no confidence, and a fourth called for early re-election of a new candidate.

The meeting was adjourned until this Wednesday, after we went to press. Humberstone have not yet considered any application to support the boy at Ampleforth. Meanwhile, Dr Rhodes Baynutt has put the knife with characteristic aplomb, declaring the "handing" of McNamara for choosing "an independent school of high academic merit which could develop his son's musical ability" and plausibly hoping that "Labour MPs who claim the right to choose a school for their own children will remember to vote for the extension of this right to all minor parents whenever this matter is discussed and voted on in the House of Commons".

These days things are different. Or are they? At a recent conference for young education officers Roy Price of Dorset and John Tomlinson of Cheshire were reminiscing about the good old tyrannical days in Shropshire. "You should be sitting where we're sitting," their audience told them. "Things haven't changed that much."

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The occasion was the eightieth birthday of Martin Wilson, Shropshire's CEO from 1937 to 1955—one of the handful of legendary county education chiefs who recruited and trained an elite tribe to follow in their footsteps.

Martin Wilson, said one of them, was "demanding, a martinet, unpredictable and inflexible, and won our total respect and devotion". Gordon Cunningham (ex Cambridge, Shropshire CEO, now at the Association of County Councils) tells how you

might be faced, at 5 pm, with a major government report to summarize and tell. There's no rush, it'll do in the morning.

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Of course, life was easier then. Torny education chairman—Wilson's was Sir Otley Wukeman—bucked their CEOs in the hit, and Martin Wilson was known to attend education committee meetings in carpet slippers. In 1937, there wasn't a great deal of education in Shropshire anyway.

Besides, building up the basic services, Wilson fostered particular interest in agricultural education, was one, and special education another. Wilson was one of the inspirers of important Carnegie research into handicap in the late 1950s.

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He also did a lot of work for UNESCO. After retirement he learned Spanish specially, then went to Chile to help Allende's government design a new decentralized education system—just one of the things that hit the dust under Pinochet.

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"The Fawn and the Fairies", c. 1834. By Daniel MacLise.

to photographs of well-known fairy tales in Shropshire itself. But pride of place must go in the display of fairy paintings, where mainly nineteenth-century artists can be seen competing with each other to get just that right balance between the miniature and the menacing, and to mention the words and the music.

Not surprisingly, pictures of actors dressed up as fairies cannot really compete, and the theatrical section, made up of stills from ballet, opera and pantomime, is the only dull part of this otherwise splendid collection. Perhaps after all Tinker Bell is still the best stage fairy, since she is invisible and so cannot be immediately detected as a mere human in disguise.

But on the whole, the excellent catalogue, accompanying this exhibition points out science fiction has largely taken over from fairies today, and what was once attributed to the little people, is now usually ascribed to aliens from other planets.

Irish sweep

An air of uncertainty is still surrounding the outcome of attempts by the Department of Education and Science to get details of all the teachers' organizations' fully paid-up membership figures.

Following discussions with the teachers' organizations, the DES says it intends to send a letter to them shortly requesting the details.

Education Secretary, conduct his review of teacher representation on the Burnham committee, which was promised last autumn.

Meanwhile, the unions are still all vying their wits to boost their figures in the hope of influencing the outcome of his deliberations.

Perhaps the National Association of Schoolmasters' Union of Women Teachers gets the prize for effort with its threat to take 500 of its members who have not paid up to the small claims court. The threat, made two months ago, persuaded 2,000 to pay up but it was understood to be very unlikely that any action will be taken against the remainder.

(d) Karpov plays with admirable vigour. If now 17.NxP, 18.NxN; BxN; 19.P-B5, when 19.B-Q1, 20.Q-R4, BxR; 21.Q-R6 forces mate. So Black, if he wishes to accept the pawn, must play 17...BxP; 18.PxP, BxR; 19.PxP ch, RxP; 20.RxR, White, who has regained the pawn, has a strong attacking position.

(e) And now acceptance of the pawn offer by 18.NxP; 19.NxN, BxN; 20.P-B5, B-Q1; 21.RxP, leaves Black with a hopeless game.

(f) The net result of the pawn sacrifice is that all White's pieces are now focused on the offensive. This concentration of attacking forces is the sign of a great master of attack.

(g) If 21.Q-N2; 22.Q-R4 and White has a winning attack. (h) Black is helpless against this double attack though he still has some tactical threats which White repels with a new hand.

(i) 22.R-Q6, R-R; falls against 23.R-Q6, B-K7; 30.Q-QN3. (j) He is moved after 23.RxN; 24.PxP ch, K-R1; 30.QxP, QxR ch; 31.R-B1, discovered checkmate. (k) Everything is now guarded against Black's last resort. (l) Or 23.P-B7; 30.RxR, BxN; 31.QxP. (m) 31...RxN; 32.RxP ch, K-B1; 33.Q-Q6 ch, Kx1; 34.R-N8 is more.

Harry Golombek

The suggestion has also been circulating at Hamilton House, headquarters of the National Union of Teachers, that the NAS/UNT's recent appointment of a Northern Ireland member to serve as one of its six representatives on Burnham may have had ulterior motives in that it would pare the way for the union to count its 6,000 Ulster members in the review.

Mr Nigel de Gruchy, assistant secretary of the NAS/UNT, said: "I don't know the thinking of every member of the executive committee but it does make sense to have a Northern Ireland member on Burnham. Northern Ireland follows Burnham in pay negotiations and the person concerned is also a member of our salaries committee."

Burnham does not discuss the pay of Northern Ireland teachers though, in practice, the agreement reached for England and Wales is usually rubber-stamped by the Northern Ireland Teachers' Council.

In fact, Mr Eamon O'Kane, a 35-year-old Belfast secondary school teacher, was a little bemused when he turned up for his Burnham baptism during the current round of negotiations. "The first thing that struck me was its sheer size," he said. "The formality, too, is striking. There are about 80 people sitting in a room with essentially only three people able to speak."

Mr O'Kane may also have found the first item for discussion—continuity of service—a little strange. He'd heard told the topic was tabu in Burnham. But they seemed to spend most of the day on whether they could, or why they should not, discuss it.

Oddly enough, in Northern Ireland they are allowed to discuss pay and conditions together—but never do. Instead, they just rubber-stamp what comes from the Council of Local Education Authorities' Schoolteachers' committee.

Man of the world

Dr Akilu Habte, head of the World Bank's education department, came to London last week to hear what British academics and Europe-based aid experts had to say about the Bank's latest policy paper on education (to be published shortly), and left with a suitcase full of comments and criticisms.

At the start of the education week personal. The World Bank, which has more money to offer developing countries for education than any other international agency, has often been taken to task for its interventionist, well-advised-the-money-if-you-do-what-we-tell-you approach. But Dr Habte is a careful listener, prone to muttering "sure, sure," as critics bemoan their say, and very ready to admit the Bank's shortcomings.

He has been at his Washington post for three years. Before that he was Ethiopia's minister for sport, youth and culture, and before that he was president of the Hille Selassie University in Addis Ababa. Originally, he was a lecturer in education, with a special interest in curriculum development.

At 49 he is young for the task, in representing educational interests among the Bank's 140 member nations. The Bank's total lending given for education and training has crept up slowly over recent years to its present level of about 7 per cent, but Dr Habte believes that more funds, but a more effective use of what funds there are, are needed.

One problem is communication. "I am always amazed by the number of people who do not know what we do in education," he says. "What has been done, mainly, the past has been to give money for building schools and colleges. The Bank is turning its attention increasingly from things to people getting involved in the 'soft' of curriculum development, training and the management of school systems."

But it is one thing to put a school and quite another to get a whole village going in the classroom. The Bank is laying considerable more emphasis on primary school and basic education, unschooled adults than it has in the past. Dr Habte believes that a widening gulf between the developed and developing world, and a serious and growing gap within a third world, could be between urban elites and uneducated rural masses.

More over parents' contributions towards books and equipment has reduced, from allegations that the Bank is failing to provide the goods and that the law is being broken. Claims made this week include: that authorities in the North-West are cut capitation by up to 20 per cent and children are sharing textbooks, using books that are falling apart and writing on the walls because there is no money for exercise books; that parents in North Wales are paying the Cymru authority by £2,000 a year; that throughout Britain whole lot of secondary school science being missed out because of lack of apparatus; that effective teaching in parts of Hertfordshire is threatened by a Kent headmaster is holding a raffle to provide school books. At the same time the Advisory Centre for Education is encouraging parents to challenge local education authorities suspected of breaking the law.

A circular to parent groups this week says that the Education Committee of the Department of Education and Science is "well aware of the importance of the role of parents in the education of their children and the need for a closer relationship between the school and the home."

One St Albans school had changed its report system to the paper CASE said, and another had stopped a "very successful course" because of staff shortages. Meanwhile, the British Educational Equipment Association has warned that research and investment in educational materials is threatened by lack of cash.

Mr Dominic Savage, deputy director of BEEA, said provision in schools was far short of the standards thought reasonable in 1974. He said that teachers' expectations were dropping. The association has calculated how much each individual authority in England and Wales must allow in the financial year 1981-82 to allow for the rising spending power they had in 1974-75.

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Educational Supplement

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'Pay-as-you-learn' rows snowball

More allegations that schools are no longer providing basic teaching materials came to light this week. Lack of apparatus has curtailed science teaching, scraps of paper are replacing exercise books and raffles are raising cash for textbooks. At the same time, parents were advised how to challenge local authorities if they are asked to pay up for essential materials and publishers and equipment manufacturers warned about decreases in spending. Sandra Hempel reports.

Parents advised on fight-back

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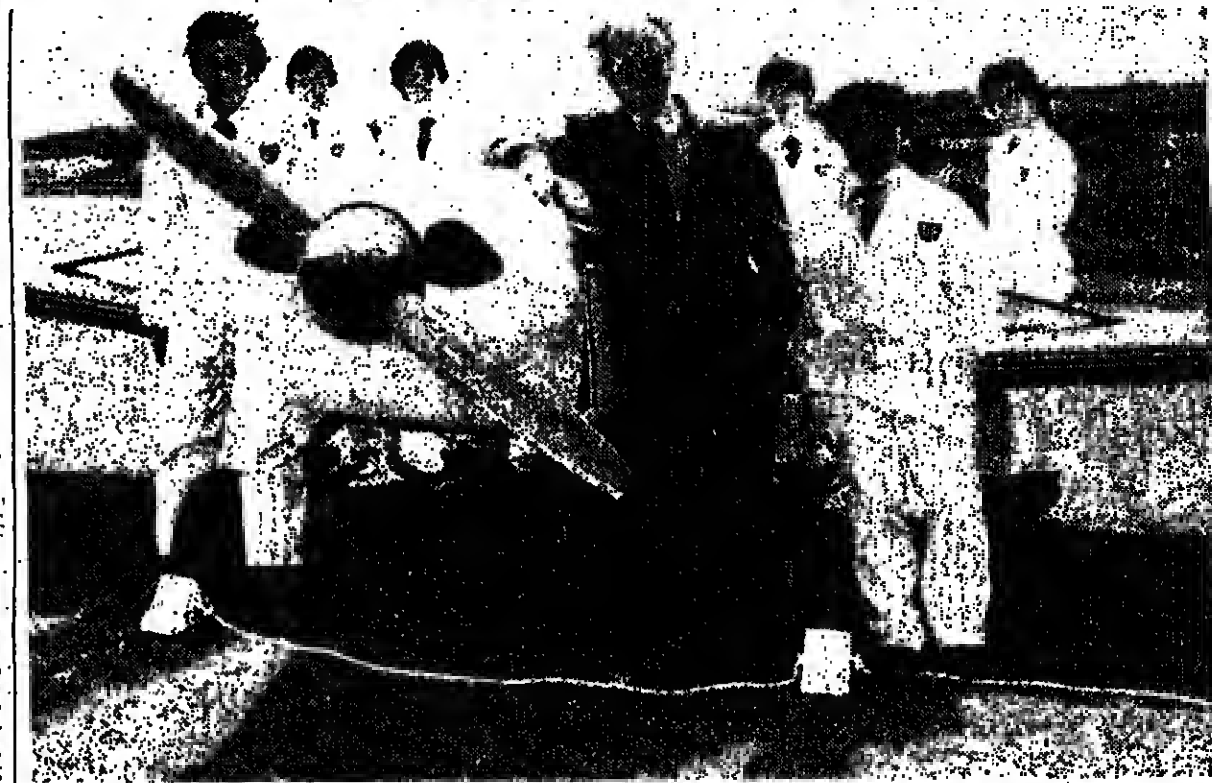
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Read far take-off: Mr Dennis Keay, head of design technology at Thuro School, proudly displays the aeroplane built by British schoolboys—the "Spirit of Thuro"—a two-seater, low-wing monoplane. It is thought to be the first aircraft constructed by schoolboys.

'Prison food healthier than schools'

by David Hester

Convicts in a county's prisons are eating healthier food than children in local schools.

In Lancashire where prisoners grow their own avocado pears and, in common with convicts throughout the country, have four meals a day, three of them cooked and a considerable amount of home grown vegetables, schoolchildren have been given a lunch menu condemned by a nutritionist this week as "horrific".

The old week menu cycle for schools provided by the county includes main courses such as an egg and cress sandwich or sausage roll and baked beans. The new Education Act requires authorities to provide Government nutritional guidelines.

Nutritionist Janet Thorn who spent five years with the Ministry of Food and is now a researcher on food policy with Oxford Polytechnic said after seeing the menu cycle this week that it was horrifying as a main meal for schoolchildren of any age.

She said that the lack of fibre given by fruit, vegetables and cereal foods could cause constipation. The most striking thing was the lack of vegetables, which are cheap anyway, she said.

She added that half an orange a day would give children the necessary amount of vitamin C. A spokesman for Lancashire education department said: "We are trying to eliminate all areas of waste in the meals service. Children were not eating their fresh vegetables so we cut them out. The new menu is being introduced in a gradual way, cutting out waste we have been able to keep the price at 35p while other councils are charging 45p to 55p."

A Home Office spokesman said this week that prison catering officials receive £15 a week for each prisoner. Much of the prisoners' food is grown from prison gardens, he said, with a lot of home grown vegetables.

A survey had found meals contained more than enough vitamins, he said.

This week

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Classified 33

Chess

The Art of Attack
Most players love to attack and the art of the attack is the most exciting part of the game. Many games go this way, but few are so conducted that one can term them perfect examples of attack. Instead, they are often flow of attack, they are often in a state of confusion, one side failing to attack correctly or consistently and the other mis-

ing the chance of a correct defence. In the following game, which was played in an international tournament at Bad Kissingen in February, he carries out the attack in perfect form against a formidable opponent, who is himself a great master of defence.

White: Karpov. Black: Ribuzen.
Sicilian Defence.

1. P-K4, 2. P-K3, 3. P-K4, 4. P-K3, 5. P-K4, 6. P-K3, 7. P-K4, 8. P-K3, 9. P-K4, 10. P-K3, 11. P-K4, 12. P-K3, 13. P-K4, 14. P-K3, 15. P-K4, 16. P-K3, 17. P-K4, 18. P-K3, 19. P-K4, 20. P-K3, 21. P-K4, 22. P-K3, 23. P-K4, 24. P-K3, 25. P-K4, 26. P-K3, 27. P-K4, 28. P-K3, 29. P-K4, 30. P-K3, 31. P-K4, 32. P-K3, 33. P-K4, 34. P-K3, 35. P-K4, 36. P-K3, 37. P-K4, 38. P-K3, 39. P-K4, 40. P-K3, 41. P-K4, 42. P-K3, 43. P-K4, 44. P-K3, 45. P-K4, 46. P-K3, 47. P-K4, 48. P-K3, 49. P-K4, 50. P-K3, 51. P-K4, 52. P-K3, 53. P-K4, 54. P-K3, 55. P-K4, 56. P-K3, 57. P-K4, 58. P-K3, 59. P-K4, 60. P-K3, 61. P-K4, 62. P-K3, 63. P-K4, 64. P-K3, 65. P-K4, 66. P-K3, 67. P-K4, 68. P-K3, 69. P-K4, 70. P-K3, 71. P-K4, 72. P-K3, 73. P-K4, 74. P-K3, 75. P-K4, 76. P-K3, 77. P-K4, 78. P-K3, 79. P-K4, 80. P-K3, 81. P-K4, 82. P-K3, 83. P-K4, 84. P-K3, 85. P-K4, 86. P-K3, 87. P-K4, 88. P-K3, 89. P-K4, 90. P-K3, 91. P-K4, 92. P-K3, 93. P-K4, 94. P-K3, 95. P-K4, 96. P-K3, 97. P-K4, 98. P-K3, 99. P-K4, 100. P-K3, 101. P-K4, 102. P-K3, 103. P-K4, 104. P-K3, 105. P-K4, 106. P-K3, 107. P-K4, 108. P-K3, 109. P-K4, 110. P-K3, 111. P-K4, 112. P-K3, 113. P-K4, 114. P-K3, 115. P-K4, 116. P-K3, 117. P-K4, 118. P-K3, 119. P-K4, 120. P-K3, 121. P-K4, 122. P-K3, 123. P-K4, 124. P-K3, 125. P-K4, 126. P-K3, 127. P-K4, 128. P-K3, 129. P-K4, 130. P-K3, 131. P-K4, 132. P-K3, 133. P-K4, 134. P-K3, 135. P-K4, 136. P-K3, 137. P-K4, 138. P-K3, 139. P-K4, 140. P-K3, 141. P-K4, 142. P-K3, 143. P-K4, 144. P-K3, 145. P-K4, 146. P-K3, 147. P-K4, 148. P-K3, 149. P-K4, 150. P-K3, 151. P-K4, 152. P-K3, 153. P-K4, 154. P-K3, 155. P-K4, 156. P-K3, 157. P-K4, 158. P-K3, 159. P-K4, 160. P-K3, 161. P-K4, 162. P-K3, 163. P-K4, 164. P-K3, 165. P-K4, 166. P-K3, 167. P-K4, 168. P-K3, 169. P-K4, 170. P-K3, 171. P-K4, 172. P-K3, 173. P-K4, 174. P-K3, 175. P-K4, 176. P-K3, 177. P-K4, 178. P-K3, 179. P-K4, 180. P-K3, 181. P-K4, 182. P-K3, 183. P-K4, 184. P-K3, 185. P-K4, 186. P-K3, 187. P-K4, 188. P-K3, 189. P-K4, 190. P-K3, 191. P-K4, 192. P-K3, 193. P-K4, 194. P-K3, 195. P-K4, 196. P-K3, 197. P-K4, 198. P-K3, 199. P-K4, 200. P-K3, 201. P-K4, 202. P-K3, 203. P-K4, 204. P-K3, 205. P-K4, 206. P-K3, 207. P-K4, 208. P-K3, 209. P-K4, 210. P-K3, 211. P-K4, 212. P-K3, 213. P-K4, 214. P-K3, 215. P-K4, 216. P-K3, 217. P-K4, 218. P-K3, 219. P-K4, 220. P-K3, 221. P-K4, 222. P-K3, 223. P-K4, 224. P-K3, 225. P-K4, 226. P-K3, 227. P-K4, 228. P-K3, 229. P-K4, 230. P-K3, 231. P-K4, 232. P-K3, 233. P-K4, 234. P-K3, 235. P-K4, 236. P-K3, 237. P-K4, 238. P-K3, 239. P-K4, 240. P-K3, 241. P-K4, 242. P-K3, 243. P-K4, 244. P-K3, 245. P-K4, 246. P-K3, 247. P-K4, 248. P-K3, 249. P-K4, 250. P-K3, 251. P-K4, 252. P-K3, 253. P-K4, 254. P-K3

Platform

Andrew Rowe, a member of the Rampton committee on the education of ethnic minorities, looks at the background to the widespread disillusion felt by black children in Britain

The outsiders

Government committees such as mine are selected according to a well-tried establishment recipe: "A pinch of industry here, a teaspoonful of trade unionism there, a dessertspoonful of relevant professional experience and some appropriate social background, add one or two generalists from acceptable places and leave to simmer for three years or so."

The resulting report will, it is hoped, reflect the evidence received by the committee, cooked into a form sufficiently acceptable to the establishment to ensure that at least some of its recommendations can be acted upon.

Such committees must add enormously to their members' store of knowledge: how many, I wonder, work so profoundly in their members' basic assumptions about society as this one?

It is one thing to be fore-armed at the intellectual level. After all, none of us would have been put on the committee in the first place if we had not shown already a considerable interest in the broad topic of ethnic minorities and their place in British society. It is quite another to have to recognize the limitations of the purely intellectual approach. Can it really be true that the splendidly traditional education I bring to the task may not be enough?

My school career was not distinguished but it took me to Oxford. After a brief spell of teaching boys who found O levels difficult, I was safely absorbed into another elitist world—the administrative training grade of the Civil Service, where I spent most of my time with people of just the same type.

New administrative grade trainees spend many hours learning to be detached—just as the eighteenth century establishment duped "enthusiasm" so the twentieth century academic tradition worships at the shrines of "balance", "objectivity" and "detachment". If, from time to time, they stray into passion and grow indignant about the treatment of mentally handicapped patients, there is always a cool hand in a higher grade to take out the indignation and replace it with the frigid lucidity which, it must be admitted, more effectively rings the necessary bells.

People familiar through their professional lives with inner city areas and the depressingly wide variety of groups of people who, for one reason or another, turn out on over-inflation-fuelled budgets to ever higher levels of comfort and opportunity, know, or think they know (in the best second-hand manderin way), about the "problems of deprivation" and the causes of underachievement.

I, for example, knew much of the factual data which shows that British born blacks in UK with equal qualifications to whites take four times as many interviews to obtain employment and I knew, as a governor of a grammar school, of some of the characteristics of education in schools with a wide ethnic diversity. I was, therefore, well prepared for work on the Rampton Committee. Or so I thought. Yet I was in no true way prepared for what I have so far

The first discovery was the discovery (known to many in the maintained sector) that the Schools Council system of a combined examination system of A level, O level and CSE is designed only for 50 per cent of the school population. Hundreds of thousands of children are spending at least 11 years under legal constraint to a system which is completely diminished and an examination system which is not even intended to meet their needs. Of course, children vary in their ability to cope with different subjects and schools in their capacity to cope with that variety; but the fact remains that virtually every characteristic of our



education system which confers status on schools or engenders confidence in individual children is geared to a formal device specifically designed to leave huge numbers of children outside it.

This has gone on for so long in the British system that thousands of white families seem to have adjusted to the idea that school is merely a fact of life like traffic or low pay, not something which can be expected to deliver goods of any great value. For the black population, however, disillusion is not passive. It creates a sense of scalding outrage. Like virtually all new immigrants, the Caribbeans came to Britain determined to better it not themselves, at least their children. Unlike most immigrants they had reason to believe that they knew what to expect. Their schools, after all, had been modelled on the British school. Surely in the "mother country" schools would be better than those at home. When they started to send their children to school, however, they found a gulf between their vision and reality.

Teachers often seemed unable to pick up accurate messages from the children, partly because of different habits of non-verbal communication, and partly because of important but commonly disregarded differences in the use of English. For at that time I thought it necessary to teach teachers how to handle this new group of pupils but even to alert them to possible modifications of technique.

The results of this neglect, born partly out of misunderstanding ("We are all British") and partly out of self-confidence rooted in tradition, have succeeded in the educational system as it is, new citizens will just have to fit in if they are tragically ignorant, even

ing jobs on street corners. Nobody who has seen even a small evidence as Rampton has so far gathered can see any sense in the idea that the system has been turned inside out, recognized to be among the liveliest and most cheerful in the whole community when they enter it, into the disenchanted, increasingly hostile youths who are so readily described by the rest of us as "the problem".

But service on Rampton does more than stir a sense of passionate outrage, it grows deep as the roots of one's own education. I learned history both at school and at university from men and women who taught me to question the assumptions of historians and politicians (even if the Modern History syllabus at Oxford did not do so). But that was because I carried on my history beyond the age of 16. For how many British children are the early years of history teaching (which are, after all, for many the only history they ever study) based on a curriculum which suggests that until the first British ship arrived in a non-European country, nothing of any importance had ever happened there?

The teaching of Scottish history has for years ranged milder but it certainly is more important to newcomers to the United Kingdom on entirely British-centred history or geography (or much else for that matter) is at best affirming and at worst unassailable.

Every nation (especially in a world where, whether we like it or not, nationalism is still growing) needs to bolster in its young people a sense of national self-confidence. Our time-honoured methods of doing this are now shown to be not only inadequate (how self-confident are we?) but

also destructive in that they relied heavily on attitudes which belittled many of the ethnic groups who now form an integral part of our metropolitan nation. We need a new formula and it is perhaps fair to realistic to leave it to teachers alone to strike the right balance between the traditional curriculum and a new one.

Schools and inspectors and voluntary groups up and down the country have worked with astonishing application and ingenuity to produce many new compromises but it is a responsibility of all of us to join them in the often agonising debates about what should be taught in the 1980s and how. One great danger, of course, is that just as there is a marked difference in attitude between those teachers who have worked to improve the teaching of black children and those who have had no need to do so, so there will grow a difference in attitude between the Rampton Committee, subjected as it will be to more and more oral and written evidence, and the majority of the population.

Our committee has two or more years of work ahead of it, but it is already clear that the homework of self-respect in so many of our children, whether black or white, is on outrage not intolerable proportion. Part of the committee's task will be to find procedures and methods enough to convince the population at large that the blood-letting must stop. One problem will be that our well-intentioned but inevitably elitist establishment have themselves been signally successful in the same system which elsewhere is wrecking lives.

Andrew Rowe was Director of Community Affairs at Conservative Central Office until September 1979.

NEWS

Labour tries again in Birmingham

by Richard Garner

Within a month of taking office, Birmingham's ruling Labour group has launched a fresh drive to win selective education in the city.

Letters have requested governing bodies of schools to join King Edward's Foundation to a meeting with Labour leaders discuss going fully comprehensive. Asked if there schools would included, Dr Charles Gray, the education committee chairman, replied: "We believe we should go with them first. I hope they will listen to reason because we have been elected on a certain platform and they are not elected by the people of Birmingham."

At present there are five voluntary aided schools in the city: King Edward's Grammar School for Boys, Aston Grammar School, King Edward VI High School for Boys, King Edward VI High School for Girls and King Edward VI High School for Girls. Two others, King Edward VI High School for Boys and King Edward VI High School for Girls, are direct grant schools to the city of Birmingham.

Mr. Roderic Waklington, the Labour councillor for the city, said he was happy to discuss the running of these schools but was aware of a moment when the Labour group's powers are very limited. The future of the schools is a burning local issue. Several years ago, Shirley Williams, then Education Secretary, ordered the schools to be comprehensive. However, the council, which was then Conservative, decided to keep them as voluntary controlled schools. A decision on legal grounds and a case never went to court.

While the present Conservative Government holds office, the ruling Labour group may be able to achieve little through its discussions with the governors of schools.

Meanwhile, Dr Gray has suggested that the city council is considering legal advice as to whether it can reverse the ruling by Mark Carlisle, the Education Secretary, just a week before the election. He said that Sutton Coldfield Girls' School should revert to a grammar school after being a comprehensive for five years. The case was put forward by the ruling Conservative group.

Bid for English shortage status

Teachers of English have urged the Government to declare English an official shortage subject after a first made public in The TES. The TES said that the shortage of English teachers was a "major problem" and that the Government should take action to attract more people to the profession.

To a letter to Mr. Mark Carlisle, Education Secretary, Mr. Andrew Adams, the chairman of the National Association of Teachers of English, has called for "the early recognition of the shortage subject status of English and the development of a programme of incentives to attract more people to the teaching of English that will help to improve the status of the subject by employing specialists currently employed in other subjects."

The association insisted that the shortage of English teachers was a "major problem" and that the Government should take action to attract more people to the profession. In fact English may be a shortage subject, but it is not a shortage subject in the way that, for example, physics and mathematics are. The TES said that the shortage of English teachers was a "major problem" and that the Government should take action to attract more people to the profession.

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NEWS



Music publishers make legal overtures on scores

by Stephen Cohen

An education authority hit a wrong note when it allegedly tried to photograph a school's collection of musical scores. Now it has to face the music before a judge, in the High Court.

A temporary injunction has been granted by the High Court, preventing the education authority from copying the scores. The authority had argued that the scores were in the public domain and that it was entitled to copy them for educational purposes.

Copies of the orchestral parts were sent anonymously to the music publishers, who then made copies of them. The publishers argued that the education authority's actions were a breach of copyright and that they were entitled to an injunction to prevent further copying.

The education authority argued that the scores were in the public domain and that it was entitled to copy them for educational purposes. It claimed that the publishers' actions were an attempt to monopolize the market for musical scores.

The High Court judge ruled in favour of the publishers, granting them an injunction to prevent the education authority from copying the scores. The judge found that the scores were protected by copyright and that the education authority's actions were a breach of copyright.

The education authority has appealed the judge's decision. It claims that the scores were in the public domain and that it was entitled to copy them for educational purposes. It also claims that the publishers' actions were an attempt to monopolize the market for musical scores.

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IBA to take firm line on TV education

by Mark Jackson

The television companies are to be made to account annually to the Independent Broadcasting Authority for their handling of education during the year.

In a move to try to prevent the companies who get new franchises to be awarded at the end of this year reaping on their promises, the authority will hold a formal annual conference between the companies and its education advisers. The conference will lay down priorities in education broadcasting for the coming year, and examine how the previous year's priorities and guidelines have been met.

The IBA's education advisers—both the external educationists who serve on its committees and some of its own staff—are urging that specific steps be taken to broaden the educational value of television. Among these are the appointment of at least one full-time community education officer for each company, and follow up services to education and community programmes of the kind that the BBC already provides in many fields—publications and leaflets, and a telephone referral service.

The educational advisers want education to come out of its broadcasting ghetto, and to be carried as part of the content of general programmes. They say that popular education, if done imaginatively and entertainingly, can get high audience ratings.

A key issue in the IBA's present internal discussions is the proposed central community education unit. If the authority decides to go ahead with the proposal, the unit, together with the suggested company community education officers, could become a highly influential pressure group within broadcasting.

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Call for international academic 'exchange'

by Hilary Wilce

Free international contacts between academics and between individual institutions are needed to promote true educational co-operation.

Although some progress has been achieved through cultural agreements made at national level, simpler arrangements should be made to encourage unhindered contacts between faculties and between academics working in the same field. Addressing a UNESCO meeting of ministers of education from East and West Europe and North America in Bulgaria last week, Dr Rhodes Boyson, junior education minister, called on the conference to encourage the development of such arrangements.

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In spite of political and historical differences, European and North American countries faced many common problems, Dr Boyson said.

In the field of higher education he identified five specific problem areas:

- the decline in resources and in student numbers;
- the mis-match between the needs of societies and the output of educational institutions;
- the failure of many young people to fulfil their potential;
- the question of the quality of the educational process;
- the lack of speed and effectiveness in putting research findings to practical use.

The role of a teachers' centre is not to take specific action about any particular issue, but is more akin to "getting the tide right—let other people put the seeds in," according to Mr Arthur Clegg, RMI.

Writing in the report of the ninth annual conference of teachers' centre leaders, Mr Clegg reminded members that though centres are very important and do their best to give teachers tremendous inner confidence, they are, after all, a small part of a big network.

Mr Clegg asks if the teacher is a change agent, a servicing station, a grouse shooter—allowing teachers to express their grumbles without necessarily doing anything about them—or a trouble shooter who does take action and "for instance,

dangerously proffers advice to head teachers? Or is he a Yellow Pages man, the contact who knows the right people? Or the pollinator who spreads ideas from school to school? Or the evaluator of the resources he dispenses?

Mr Clegg says that teachers should consider their strategies. A strategy is needed to involve head teachers. It is they who can support or inhibit development within the school. How can they be involved? Mr Clegg asks.

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Keep these ladies in a safe place until you need them.



As from now all of you have your own personal contact in our Customer Service Department, with whom you can build up a personal relationship. If you require any information whatsoever, just contact the CSD girl for your area. She is trained to deal with your enquiry, either from her own knowledge or by consulting an expert from another department. And because she is dealing with you, personally, you can be sure that your CSD girl will answer your query very quickly indeed.

This is a new kind of service to Education. And like all the best ideas, it's simple. We suggest you cut out this advertisement and keep it handy. It means that if ever you need information, or have an enquiry of any kind, you'll have the name of your own, personal CSD girl.

Until this changes, you must recognize that while your I.A.A. tells you that capitalism must be cut, posts frozen, and redundancies imposed, money is also appearing down the plughole. And this, especially when the money otherwise well expended, is the worst of all. Governments. What we need is a no-nonsense man. Mrs

NEWS

Local authorities clash with Heseltine over spending plans

By Sarah Bayliss

A delegation from the Labour-controlled Association of Metropolitan Authorities met Mr Michael Heseltine, the Environment Secretary, this week and argued that local government is set to overspend by £700m, as he had estimated.

The association has refused to endorse a Government circular sent to council treasurers by Mr Heseltine last Friday, asking them to revise their budget predictions for 1980/81 in the light of the overspending forecast.

The Labour authority—Sheffield City Council—will make no more cuts but will policy rework its original budget without changes. Other Labour councils are expected to do the same.

Mr Heseltine has given the authorities until August 1 to trim their spending plans. His action was prompted by the latest budgetary returns which show that spending is 5.6 per cent above the figure calculated when the central government rate support grant was agreed.

Education overspending is not at the top of the list: it is just 2.6 per cent above the Government's target. Overspending on the school meals service, however, is 60 per cent because only £100m has been saved when the Whitehall target was £220m.

Mr Heseltine's virtual warning that if they don't meet his targets, the Government would consider "other means" of achieving its objectives.

The AMA says the circular backed by the threat of penalties is premature: the estimates are traditionally unreliable and are always exaggerated at the start of the financial year.

Mr Jack Smart, Labour leader of the AMA, says that accountability procedures could account for an overspend of up to £43m, and that the real amount of overspending is about 2.5 per cent. "We've told Mr Heseltine he's got his sums wrong," he said.

Meanwhile, the AMA has advised its 77 member authorities to decide for themselves what the response in the circular should be. The issue will be discussed at a policy meeting in mid-July.

Mr Peter Horton, chairman of Sheffield's education committee, whose council has cut £9m this year, said: "We shall re-perpetrate by pointing out the errors we have already made. We cannot co-operate by making further cuts."

Sir Gervase Walker, Conservative chairman of the Association of County Councils, says the budgets show a "larger excess than usual" and has recommended that the counties re-operate in re-examining their figures.

He has also said that budgets at this time of the year "tend to overstate the eventual actual level of spending."



Usha Roni Mal, 10, of Baylis Court School, Slough, has made an embroidered patch to be hung in a Hawthorn meeting place of the multi-racialist Universal Brotherhood.

Proposals for school governing 'a curate's egg'

By Diane Spencer

The Essex London Education Authority denied this week that it had given parents and teachers the right to see the minutes of school governing bodies which would give them a "curate's egg" of information.

Last week, Clairs Towell, literary editor of *The Sunday Times*, said in an article in the paper that the minutes of the Essex London Education Authority were "a curate's egg".

The minutes of the Essex London Education Authority were "a curate's egg", she said, "because they are so full of holes that you can see through them". She also said that the minutes were "a curate's egg" because they were "so full of holes that you can see through them".

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NEWS

Authority replies to a mother's charges about her handicapped son's education

Special schools not inferior says ILEA

By Diane Spencer

The Essex London Education Authority denied this week that it had given parents and teachers the right to see the minutes of school governing bodies which would give them a "curate's egg" of information.

Last week, Clairs Towell, literary editor of *The Sunday Times*, said in an article in the paper that the minutes of the Essex London Education Authority were "a curate's egg".

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loaded" and would therefore tend to produce an increased score from child with a more articulate family. IQs obtained at an early age were less reliable. Moreover, his findings were not definitive and he would like to reassess her son in a year's time.

Mr Harvey also pointed out that Mrs Tummala's allegations on the subjects and examinations offered at her son's school were inaccurate. The school offered 0 and A levels, not just CSEs as she claimed; it also offered a two-year science course for the exam stream, whereas she said it did not offer science at all. However, it was true that the school day was shorter than that of an ordinary school as she had claimed.

Mrs Tummala argued that this biggest disadvantage of her son's life, apart from his handicap, was social isolation. "Whereas he had friends when he went to a local private nursery school, he now has almost none. When I asked where his IQ failure lay, I was told it was not in reading or mathematics but in (if I heard right) 'social' knowledge. I expressed myself not surprised on hearing this, since it is after all the ILEA's policy to isolate handicapped children from their peers and from normal social experience."

She would like her son to be educated properly by the state. "Or, if I could buy him a proper education I would do so."

She had approached several private schools in London, but all save one refused to take him without seeing him because he is in a wheelchair. "One headmaster said his thought it unreasonable to expect normal children to accept handicapped ones. But American friends told me that during the years of polio, children were commonly educated in American schools; perhaps that is why America is so far ahead in its treatment of the handicapped now."

She was grateful to ILEA for not turning him down flat. They had offered him a boarding school place but she had refused because he would become even more isolated. "If I can manage to give him a near-normal home life, it is really beyond the wit of the ILEA to give him a near-normal education?"

"The ILEA's aim seems to be to son's intelligence and to be limited by their policy, and that I would do best to stop expecting anything of him. If that is so, it is a bad policy and needs to be rethought."

"I cannot believe that the Warnock committee intended that we should arrive at such a attitude," she concluded.

NUS to use consumer pressure in campaign against cost of rooms

by Biddy Passmore

The National Union of Students is trying to put consumer pressure on universities and college halls of residence to persuade them to improve their facilities or lower their fees. For the most effective consumer action—asking their custom elsewhere—is not open to most students because rooms are so scarce they are glad to be offered any accommodation at all.

The union's campaign also highlights the soaring cost of hall fees. Next year, will fall about 5 per cent short of the inflation rate. Already four universities plan to raise hall fees from this autumn by 10 per cent or more, and about 20 more plan rises of 20 per cent or more, while grants will only go up by 14.7 per cent. However, no action is planned for the 20 per cent rise in the Polytechnic's halls of residence. The NUS circulated its 79 member unions with advice for students and prospective students on how to get value for money when choosing a room. The union suggests, for example, that they should look for a room with the most windows and the most floor and study space.

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From 'my youth club in Europe'.

Youth club key to adventure

Bored with Bournemouth? Tired of Torquato? If you are energetic enough you will find the holiday of your dreams—or nightmares—in the latest Guide to Adventure and Discovery published by the Central Bureau for Educational Visits and Exchanges.

For £1.50 you can discover among many thousands of holidays how to climb volcanoes in the Andes, go to the Galapagos Islands, or to the jungles of Borneo, or to the snow-capped peaks of the Himalayas.

Not only can you find out how to get to these places, but you can also find out how to get the most out of your holiday. The guide lists many useful addresses and practical advice: did you know that the telephone number of the British Embassy in Rome is 06-6781111?

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Break up will blight job prospects

Breaking up the Inner London Education Authority would lead to greater expense, frustration among parents and blighted career prospects for teaching and other staff, says a joint statement prepared by the major teaching and public service unions. They include the National Union of Teachers, the Association of Teachers' and Lecturers, the Association of Schoolmasters' and Masters' and Mistresses Association and the National and Local Government Officers' Association.

In their statement, which has been prepared for submission to the ministerial working group on the ILEA chaired by Lady Young, the unions highlight the opportunities for career advancement in an authority of ILEA's size. This is crucial for the recruitment and retention of staff, they say. "No smaller authority could match this attraction, and it is clear that the service is as good as the people it attracts."

Referring to the Barker Report's proposal that education powers should be handed back to the individual boroughs, the unions comment that none of the local boroughs has any experience of education and almost all have no wish to embark upon it.

In the post-school sector, the unions comment that a joint committee of 12 boroughs would create all the problems seen in microcosm in other parts of the country. Differences of financial capacity and experience in running highly complex institutions would create incision and the boundary between school and FE control would create enormous difficulties.

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Make maths practical, say guides

Mathematics should be practical and fun, say two new guides for primary teachers.

Basic skills are of little use, if they cannot be applied to real life, says *Mathematics in the Primary School*, a 40-page booklet produced by 15 teachers for the Association of Masters and Mistresses Association.

But a confident approach to mathematics was as important as the ability to use numbers when it came to solving problems. "The encouragement of a lively interest in all aspects of mathematics is one of our major responsibilities," says the association.

Cheshire education authority's *Primary Mathematics: Guidelines* also emphasises that mathematics should be made enjoyable and exciting. It provides hundreds of examples of practical activities in and out of the classroom that can help children to grasp basic mathematical concepts.

Mathematics in the Primary School, AMMA, 29 Gordon Square, London, W.C.1, price, 60 pence.

Primary Mathematics: Guidelines, Schools Branch, Cheshire Education Authority, County Hall, Chester CH1 1SQ, price £2.

Remarried Catholic loses fight for job

A divorced Roman Catholic head teacher who remarried in a registry office has lost his year-long fight to get his job back.

After his remarriage, Mr Harold Jones was dismissed last year by the managers of St Mary's Catholic Primary School, Lincolnshire. The Court of Appeal ruled the managers were wrong not to consult Mr Jones's employer, Gloucester County Council, but his work in special remission of four council hours, backed the managers' decision.

Carlisle 'distortion' over disadvantage quango

Mr Max Morris, the acting chairman of the quango, the Centre for Information and Advice on Educational Disadvantage, has accused the Government of making misleading statements to the Commons.

In an adjournment debate last Wednesday night, Mr Neil Macfarlane, junior Education Minister, said Mr Mark Carlisle, the Education Secretary, had "consulted fully with a wide range of individuals, organisations, and with numerous representatives of the agencies that were involved."

Mr Morris said this was a distortion of the known facts. There was no consultation with the centre's governing body before the decision to close; nor had there been any consultation with local authority associations or teachers' organisations.

It was true that the Minister had received a deputation from the governors, but that was no substitute for detailed consultation and consideration of the centre and its work.

Mr Macfarlane said: "I must tell the House that only three of the 105 schools, junior Education Minister, that Mr Mark Carlisle, the Education Secretary, had 'consulted fully with a wide range of individuals, organisations, and with numerous representatives of the agencies that were involved.'"

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Outdoor pursuits leaders reply to a plan to send violent children on survival courses

Rough training is not rough justice

by Bob Doe

Leaders of the Outdoor Bound movement have rejected the idea that their training methods should be used to punish young offenders.

Last week, Mr. Peter Casey, general secretary of the National Association of Schoolmasters and Union of Women Teachers, called for three months' arduous physical training in rough country to prevent young delinquents from "ending up in the social dump".

Mr. Roger Burton, founder of the Outdoor Bound Trust's first Mountain School, in Eskdale, Cumbria, flatly denied that there was any punitive or corrective purpose in the trust's methods. He criticised Mr. Casey's suggestion and also the way the Home Secretary, Mr. William Whitelaw, had recently equated the Outdoor Bound idea with his "short, sharp shock" treatment.

The plan also got a cold reception from Education Secretary Mr. Mark Carlisle.

Mr. Burton spoke out at the relocation of the Eskdale TB School's twelfth birthday. He made it clear that while the trust may be "bitch" they were not brutal.

"It is not a corrective atmosphere but a caring one in which staff and students work together to build a satisfactory communal life." The intention was that students should enjoy the course.

Young offenders were sometimes included among students at the Mountain School and they often benefited from it. But the course alone could not overcome the massive social deprivation suffered by some of them.

He was immediately supported by the chairman of the school's board of directors, Mr. Peter Boulton, director of education for Cumbria and a keen fell walker.

"I am not too keen on the idea of trying to deal with a whole group of young people together, none of whom want to come and who see it as a punishment." There was the drawback of some of the intermediate treatment schemes.

Opinion was divided among the guests at the Eskdale celebration—past students, instructors, OJ supporters and representatives from local authorities who send pupils on courses.

One local authority pursues advice claimed to be able to identify specific pupils who had been "sacked" from "going wrong" by Outdoor Bound. No one thought it did anyone harm, provided whole courses were not given over to delinquents.

One instructor said the residential courses often gave youngsters a problem a chance to "try out" a new identity or way of behaving in fresh surroundings. They were often the ones who threw themselves into activities with the greatest enthusiasm; they were "an physical" and often were achieving something for the first time.

The relationships they built up were a new experience also, but the end of the one or three week course came "as a bit of a let-down".

Mr. Casey's plan was discussed at a two-day conference in Birmingham last week. A working party has now been set up to try to raise £750,000 from industrial sponsors for an experimental scheme for 30 or 40 11 to 13-year-olds. They would be kept at a remote centre for three to six months for "rigorous" survival training.

Mr. Mark Carlisle, the Education Secretary, warned the conference there could be "absolutely no compulsion" on youngsters to go on such courses. "You can't do this unless the parents are agreeable and one fact with the difficult children of that age is that the parents are not necessarily likely to be the most cooperative parents."

He added, "The Outdoor Bound type of scheme may be extremely impractical for the 14 year old who has started causing problems of vandalism and damage in the classroom but I am still a critical cynic as to whether it is the right solution for those who are aged 14."

Mr. Casey's half-baked nonsense was "a distortion of a good idea", he said. It confused self-development with punishment.



Rock climbing, Myhr Tyffil Outdoor pursuits centre.

'Sneeze season' threat to exams and jobs

Hundreds of school children and college students fail to find good jobs because they suffer from hay fever, a medical expert claims this week.

Peak, George, talking for exams, said he was cancelled in the last month of June and July and had to wait for a year.

Mr. George, who works at the Midland Asthma and Allergy Research Centre, said that it is unjust to expect students suffering from the terrible misery of hay fever to sit exams at the worst possible time. Their entire career can be in jeopardy. There is no doubt about it. Exams are usually a one-off thing.

"I feel very strongly that education authorities should change the examination months. There are 31 million hay fever sufferers in the UK."

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Bid to stop college taking S. Africans on nuclear studies

by Biddy Passmore

The Anti-Apartheid Movement is to put more pressure on Imperial College, London, to stop admitting South African students to a new course on nuclear technology.

The movement says the course will help with the development of a nuclear weapons programme in South Africa, which has not signed a non-proliferation treaty. It says that the admission of South African students to the course would be in conflict with a United Nations resolution passed last December which restricts cooperation with South Africa in medical, safety and agricultural fields.

Imperial College has already disassociated itself from an advertisement placed in its South African press last autumn by the Electricity Supply Commission of South Africa. The advertisement appealed for the college to provide a nuclear reactor for the development of nuclear technology. Lord Flowers, Rector of the college, said last week that the advertisement had been placed without the college's prior knowledge or approval and he has now written to Escom to complain.

However, the college refuses to ban South African students from the course which, it says, deals only with the civil uses of nuclear technology. The college does not discriminate against students on grounds of race, nationality, colour or creed," said a statement issued on behalf of the governors last week.

Mr. Mike Terry, executive secretary of the Anti-Apartheid Movement, said this week that the movement did not intend to let the matter rest there. "The issue is not whether the advertisement appeared with Imperial's approval or not," he said, "but whether the college is going to contribute to South Africa's nuclear weapons programme."



Lord Flowers.

UK contribution to UNICEF trimmed

Britain has become the first major donor country ever to reduce its contribution to the United Nations Children's Fund (UNICEF).

In 1979-80 it gave £7.6m to the fund, but this has been reduced to £3.2m for 1980-81, the current financial year.

The cut is part of the overall reduction of the British aid programme. But UNICEF has been told that the reduction is not a permanent one and that the UK will be asked to contribute more in the future.

UNICEF spends approximately £125m a year on emergency relief and community-based social and education programmes around the world.

At its recent annual general meeting in New York, Mr. J. Peter Grant, the fund's director, said that 13 million children died unnecessarily each year from malnutrition, disease and a lack of clean water and sanitation.

The threat of redundancy has been lifted from teachers in Oxfordshire following talks between union officials and county council.

The education authority handed 62 redundancy notices to teachers but the number was reduced to 24. During negotiations the county council said that no one would be made redundant.

The jobs of 222 teachers on fixed-term contracts may have been safeguarded. The county council has said "every effort" will now be made to find the teachers jobs. Mr. Doug McAvoy, deputy general secretary of the NUT, said success of the talks was due to a measure of union determination.

Public image of teachers 'at lowest'

by Richard Garner

The image of the teacher in the eyes of the public had never been lower, Miss Penrice Yoffe, general secretary of the Association of Career Teachers, said at its annual conference at the weekend.

Miss Yoffe said that teachers had to ask themselves whether they were professionals or trade unionists, adding: "If we are professionals, then we cannot expect to be on the same level as the public. We have to be seen to be doing a job that is not just a job but a vocation."

She criticized teachers' union local education authorities and Mr. Mark Carlisle Education Secretary for the rules they had played during negotiations on pay and conditions. "The result of all this is that the education and welfare of children continues to suffer, the position of the teacher is being humiliating, and our image to the public is at its lowest."

Miss Yoffe was "in complete agreement" with Mr. Michael Biggs, the new president of the National Association of Teachers, who said in his speech to the annual conference that teachers who were "enthusiastic for strike action" should leave teaching, adding: "There are enough good teachers to take your place."

Ballot proposed

The Nottinghamshire branch of the National Union of Teachers is to ballot its members to decide whether to support a strike for full pay in the autumn.

The union is disappointed that it has made no headway over raising Mrs. Crosbie. They say the authority is adamant that her salary must be left to a independent tribunal as she was in breach of her contract. The union says it should be dealt with by a negotiated settlement between the NUT and the authority as she was sacked for following union advice.

The executive is likely to recommend further industrial action for next Thursday, but the union is likely to recommend any union action.

On the staffing issue, the executive feel they can resolve this in future talks and are willing to recommend any union action.

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Refusing a medical examination can lead to dismissal. Bert Lodge reports

It can add to teachers' peace of mind, believing themselves healthy, to know that a "medical" from a local education officer to go to a medical examination can lead to a sack—if they refuse to go.

It happened last year, in Lancashire, and it was not merely a medical. It was a psychiatric examination. The "need" was determined by somebody in the education office who had no medical qualifications.

When the story came before an industrial tribunal, the members did not disguise their thoughts: "We are the view that any ordinary person would become very concerned if it was suggested that they should have a psychiatric examination and perhaps even more so when such a request is made as to their fitness to teach."

The tribunal also found that Lancashire had suffered the request for a medical examination by a teacher who was not a regular working teacher, but to whom who has been away ill for a long time.

So they decided the teacher had been unfairly dismissed. Lancashire was ordered to re-engage her by June 30. But Lancashire, despite being brought to have dismissed an employee unlawfully, had already said that she will not be re-engaged.

Nevertheless, the county education authority said to have taken the medical by referring to regulations which did not apply to a regularly working teacher, but to whom who has been away ill for a long time.

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national(s) that Lancashire County Council require me to attend under my conditions of service."

Local association secretaries of teacher unions were sufficiently concerned to leave the circular put on the agenda when they met the chief education officer this week. Meanwhile, they are advising their members to have nothing to do with it.

Mr. Ian Houghton, Lancashire district representative on the NUT executive, said they were initially concerned that they had not been consulted about the circular. Questions have been raised, still awaiting answers, whether Lancashire appear so keen for Miss Palma Davies, 42-year-old deputy head of Tawd Vale High School, Skelmersdale, to have a medical?

Why did they persist even after Miss Davies had pointed out exactly what the tribunal said later—that it had no right to require it on the strength of regulations issued only for teachers already away sick? And why, having been proved in the wrong, is the authority so unrepentant?

Mr. Michael Fitzherbert Brookholes, chairman of Lancashire education committee, confirmed that he would not change his mind. At first he refused to discuss the case. Then he denied that his authority was uncharitable to an employee it had illegally put on the street. There is more to the story.

Quite, and where there is illumination, there is a shadow. The attitude throughout the case. For although no other cause was ever pleaded for seeking Miss Davies than that she refused to have a medical, another picture emerged in the tribunal evidence.

It appeared that relations between Miss Davies, the deputy, and her head, Mr. G. Burnett, had deteriorated beyond the point of salvage. Their professional relationship was

amended by both the Waddell committee and the Government is intended to cater only for the top 60 per cent of the ability range in each subject.

For this reason, it continues, there is a need to provide for all pupils at secondary school and not available to potential employers.

"The need for such a profile is particularly crucial in the case of pupils for whom the examination system is inappropriate," adds.

"It is essential that pupils who are not successful in the examination should have parity of esteem with those who are and that the professional time and effort devoted to the assessment of their particular qualities and talents should be comparable with that expended on examination results."

In conclusion, however, the union says it welcomes in principle the Government's recognition of the need for a single system of examination at 16-plus but regrets the Government has not stuck closer to the original suggestions put forward by the Waddell committee.

Such an approach would run counter to the union's firm belief in the value of curriculum and of examination as a means of assessing the quality of the DES.

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a shambles of wrecked communications, discord, acrimony. Mrs. Davies' relationship with the remainder of the staff did not appear to have been much better.

This affair began almost when the school opened in September, 1975. The first head brought two members of his former staff with him to the brand new Tawd Vale High School. There was early friction when Miss Davies, deputy head, had to take time off as research assistant to the Taylor committee on school management. She was also doing a MEd degree with two days study leave allotted for it.

When Mr. Burnett took over the headship in April, 1977, following the death of the first head, the attitude of some teachers "did not change," the tribunal found.

There was still a refusal to work through her. They wanted to be rid of the applicant. Most of the teachers of the school were young and inexperienced their first teaching appointments and there was a number of them who regarded her as a figure of fun.

The tribunal noted that "at first Mr. Burnett supported the applicant (Miss Davies). Gradually Mr. Burnett's support began to wane. But it was not deliberately attempting to create conflicting situations with other members of staff, neither did she exhibit any irrational behaviour when dealing with them."

It is also on record that on two occasions, once in the time of the first head and again shortly after his death, Miss Davies applied for a transfer from Tawd Vale.

A development of considerable significance in the light of the tribunal's findings is recorded six months after the new head took over: "In November 1977 Mr. Burnett saw the senior education officer, Mr. Hetherington, and told him he was concerned that the applicant

(Miss Davies) had a possible personality problem which might be due to a medical origin."

In March 1978 Mr. Hetherington requested Miss Davies to go for a medical examination "because he said the authority was concerned about her fitness to satisfactorily perform her duties."

For some years there have been passing reports of teachers being requested to undertake medicals coinciding with their relationships being particularly bad with either the head or other members of the staff or both. The TES, June 10, 1977, reported a London teacher, Mrs. Beryl Kingston had lodged a complaint with an industrial tribunal alleging constructive dismissal. She claimed pressure was brought to bear upon her to resign, including being ordered to have a medical. She took the medical but also took the precaution of having one in Harley Street first where she was pronounced perfectly fit.

She claimed that when she saw the authority's doctor she was told that her physical and mental health was to be examined. On being told that it was really a political medical, "Plenty of other teachers turned up in the medical room or County Hall when they have got across their heads," Mrs. Kingston said. Her appeal was not heard because more than three months had passed between her resignation and making the complaint.

Following the publicity, Mrs. Kingston received several letters from people claiming a similar experience.

After Miss Davies refused the initial request to have a medical it was renewed by the senior education officer on July 12, 1978, this time adding that the authority's consultant psychiatrist would also be present. Miss Davies subsequently told the school that she was so strongly resenting any form of psychiatric examination. It would be prejudicial to her career and she wanted time to seek advice.

She subsequently pointed out to the Lancashire authority that the regulations relating to sick teachers, which it based its case on, did not amount to authority for a psychiatric examination. But she would submit to a medical, provided her own doctor was present and the authority would satisfy her in writing why she should be examined.

The authority went some way towards meeting these conditions, but it was not willing to put so much in writing as Miss Davies had requested. She demurred further and at a meeting of her school governors on September 26, 1978, it was decided to recommend her dismissal to the authority.

The tribunal found: "The governors decided she had had sufficient time to accede to the requirement to take the medical examination.... From the moment the applicant walked into the room, nothing was said about her conduct. It all centred on paragraph 4c" of teachers' sick pay regulations.

The tribunal did not order reinstatement in view of the poor state of relationships with some teachers at Tawd Vale. So the medical is re-arranged. That means finding a group 10 deputy headship for Miss Davies somewhere else in the Lancashire authority.

The authority says it won't. And in this defiance it is within the law. However, Mr. Fitzherbert Brookholes said that an application for any other job from Miss Davies would be considered. The authority will pay compensation, of course. But Miss Davies reckons that cannot amount to more than about £9,000. With over 20 years service left she could have earned about £200,000.

All this for simply refusing to have a medical...

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New special education advisory body

Special education experts are planning to set up a new advisory group to replace the defunct, quango, the National Development Group for the mentally handicapped.

The group was set up in 1975 by Mrs. Barbara Castle, then social services secretary, to advise her department on targets, standards and priorities for the mentally retarded. It was chaired by Professor Peter Mittler of Manchester.

Under its chairmanship, the group has been successful in securing the mentally handicapped, and was wound up in April.

The guiding spirit behind the new organization is Mr. Stanley Segal, a former member of the House of Commons, who was chairman of the National Council for Special Education, and the education representative on the NDC.

He hopes that the new group will include members of MIND, Mencap and the Spastics Society.

As the group is a voluntary organization, Mr. Segal thinks that former members of the NDC should not be included in the new group.

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Labour groups also want written service contracts
by David Lister

Local authorities will continue to be asked to provide written service contracts for their employees. The Labour Party has announced that it will be asking local authorities to provide written contracts for all employees, including those on casual contracts. This is part of the party's commitment to improve working conditions and job security for all workers.

Full fees charge bid is dropped
Labour is to drop the proposal to charge former pupils of independent schools full cost fees (now ranging between £2,000 and £5,000) if they go on to university. This was the most controversial option in a consultation document on the private schools drawn up by a working party under the chairmanship of Mr. Neil Kinnock. Opposition spokesmen on education.

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OVERSEAS NEWS

South Africa

Boycott gets results but price will be paid by next year's classes

by John Kane-Berman

JOHANNESBURG

Violence has lived again in South Africa's black and Coloured townships, and with the school boycott by Coloured and Indian children now well into its third month there are fears that many pupils will have to repeat the year.

As a result, classrooms are likely to be even more overcrowded next year than usual. The head of Westbury senior secondary school in Johannesburg's Newclare Coloured township said: "Upgrading of the education system was the point of the boycott, but the actual effects will be a deterioration in standards."

Even so, the children have achieved much that is concrete in their campaign against what they have described as the "gutter" education meted out to them. The township's education authorities have been forced to admit to deficiencies in the system and to announce a programme of improvements.

Nobody takes seriously the remark of Mr. Murray Steyn, the Minister in charge of the country's Coloured minority, that "We did

not need boycotts to tell us what needed doing. We have a conscience and also an understanding of what is required."

Mr. Steyn's department has now announced several steps: • Finance for school books will be increased by a third in order to wipe out the long-standing book supply backlog in Coloured schools by the end of the year.

• Repairs to schools damaged in the 1976 disturbances—in which Coloured schools in Cape Town played a prominent role—will be speeded up so that this backlog will also be eliminated by the end of the year.

• The budget for new schools will be increased, and new schools will in future have facilities like halls and sports fields.

• An agricultural college for Coloured people is to be started at Uptown in the Cape.

• A technical training centre for Coloured adults to provide artisan training is to open in the Cape peninsula next year.

• Technical college facilities for the Coloured population are to be expanded.

• Additional funds are to be provided to improve teachers' qualifications, and in future would-be

teachers will be required to complete their own schooling before entering teacher training.

In another development Prime Minister, Mr. P. W. Botha, announced when Parliament met June 13, after completing its slitting, that the Human Sciences Research Council was to be reconstituted to launch an investigation into the country's whole education system. The investigation will cover education from pre-primary to the level, and embrace all four race groups.

Mr. Botha said that the Council—which is financed by the Government—would be asked to report within a year on "guidelines for a practicable education policy, including the control structure, financing arrangements, and the role of the state in education." He said that it would be asked to make recommendations on "a programme whereby equality in education for all population groups is attained."

Initial reaction to Mr. Botha's announcement has been mixed. The Federal Council of Education said it was disappointed that the investigation was being undertaken by the Human Sciences Research Council and not by a previous commission of inquiry.



Dr. Boyson with Mr. Brian Smith, British Columbia's Minister of Education, in Vancouver.

Biddy Passmore hears Rhodes Boyson on North America

Abroad thoughts from home

British junior education minister Dr. Rhodes Boyson took advantage of the Whitt Report to take a trip to Canada and the United States—what his hawkeyed Private Office calls a "Boyson special" since the independent Minister often waves a cheery goodbye and disappears it knows not where.

Not for him the precisely planned schedule with a telephone contact minutes for every minute of the day.

First to Burnaby, British Columbia, where the Simon Fraser University had invited him to a select international symposium on "Family Climate, Schooling and the Public Interest." Education," says the listing approvingly, "is a major issue in which education has won and lost in British Columbia."

This issue of the moment is denominational schools, which the province has just started to subsidize out of public funds. At the moment, it is only paying a small percentage of the schools' costs but, warns Dr. Boyson with long experience of our voluntary schools, the percentage will grow as sure

as night follows day. He sees signs of a religious revival in the province ("it's just like Brant"), where both Roman Catholic and Presbyterian parents are clamouring for an education for their children with a stronger moral and religious content than they get in state schools.

Public funding of denominational schools is ruled out in the United States by the Constitutional separation of church and state, but other methods of extending choice in the state sector have been tried, notably the selective voucher experiment in California. Its gurus, Drs. Sugarman and Coons, were at the symposium too.

From Canada, he moved on to Washington DC, for talks with the Deputy Education Secretary, Margaret McKenna at the newly-created Education Department. Until recently, education was lumped together with other aspects of social policy in the giant Department of Health, Education and Welfare. The Education Secretary herself, Ms. Shirley Hufschler, was out of town.

Ms. McKenna is "a force operator," says Dr. Boyson, who has an office in Washington and the Head Start programme, pre-school children, started his social reforming days of President Johnson and still an education reformer.

"There's still a query over for as I'm concerned," says doctor. But he approves of stress the programme has community and parental involvement and the children are not handed over to the state.

Most interesting of all is the champion of the bright child, ever, are the efforts now being made in the United States to develop programmes for gifted and talented children. The Education Department gives pump-priming money to states to encourage the development of extension programmes for children, similar to those put in some U.S. in this country. The Association for Gifted Children says: "The Americans are moving towards some form of selection," claims Dr. Boyson. "The Republicans support it." The Republicans support special programmes more than Democrats, he says, although it is no clear split. But Dr. Boyson's director of gifted and talented programmes at the Department of Education, Mr. J. Edgar Hoover, still finds a lot of opposition to the idea of special treatment for the clever and talented.

He told Dr. Boyson that he was to get money for "affirmative action for intellectually gifted programmes for the disadvantaged" on the basis that his programme were helping deprived children to the clever and talented.

He described it as an important special programme more than a "block" of money. "Unblock" it, he said, and it would be a major step towards making the system more equitable and giving more autonomy to the various sections of the local education hierarchy and to the schools and teachers.

Mr. Boyson said he would be looking at the 23 measures introduced, devolving authority to local authority and to teachers, responsibilities for school and class openings etc.

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OVERSEAS NEWS

United States

California's educators fight rising tide of court cases, Clive Cookson reports

Schools sued for not protecting pupils



The Netherlands

Dutch call for contact over chips

by John Richardson

THE HAGUE

National working group to encourage the introduction of educational computers concerned with application of the micro chip in Dutch schools, has been recently set up.

The group, Teachip, consist of primary and secondary teachers, and members of teacher training colleges and the computer and publishing industries.

The secretary of the group is Dr. C. van Huijzen, P. C. Huiflaan, 20, Zeist, The Netherlands, who is in contact with others in this field.

France

Reforms slowly eat away at 'monster' of central power

by Jane Jesse

PARIS

France's notoriously centralized educational system is undergoing radical reform through a government programme designed to transfer powers and responsibilities to the local level.

In charge of this policy is M. Jacques Pélissier, secretary of the Ministry of Education. At the last week-end gave details of the programme's progress since it was introduced two years ago.

He described it as an important step which should "unblock" the system where huge size has made it a monster which has made particularly difficult to reform. "This was aimed at simplifying the structure of the school system and giving more autonomy to the various sections of the local education hierarchy and to the schools and teachers."

Mr. Pélissier also discussed other areas over which he has had control since his appointment in 1978. In the field of international relations, he said that the schooling of French children living abroad should be more closely monitored and controlled, with greater financial aid given to the schools and families. Specific efforts should be made to keep in touch with French consulates abroad and to increase foreign language teaching at home.

In the field of school construction, the budget for 1980 had been increased by 17.4 per cent, with priority going to reconstructions and the rehabilitation and maintenance of existing buildings. M. Pélissier announced a doubling of the allocation for energy saving, to £150m in 1980.

Japan

State will not pay private fees

by Martin Roth

TOKYO

A Japanese district court has ruled down a plea by 36 parents that the Government be ordered to pay the difference between public and private school fees.

The court, which is presided over by Judge Keijiro Ogata, presiding over the Osaka District Court, stated that free high school was desirable, but that under the constitution the number of high schools built is within the discretion of the Government.

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LETTERS

Inferiority complex hinders PE

Dr. Kiyomasa when he says that attacking the manners of stress can be counterproductive when a teacher battles against things he has no chance of changing. But this applies only to the individual teacher in an individual school. In that case, to build the philosophy of a school is to make it remain in such an environment is to descend to the depths of bleak despair illustrated by the quotes at the end of our article. The logic of Dr. Kiyomasa's approach "I do not believe in the concept of school" is graphically reflected in the quote "from the teacher who said 'the only way to survive is to make minimum contact'." I see this desperate logic repeated in me every day. I did not know I was a teacher until I was in my third school. I will change schools if I can, and if by September there has been a school change job.

So, the current financial ploy of Government and municipal in finding loopholes in agreements to extract money from noticing some important basic problems regarding labor employment and contractual work. An area which is financially worrisome is the part of apparent expansion of the part of many aspects that they are some type of part of local government by. By so doing they are attempting to alienate their colleagues in other sections of the government. Some frustration on the part of teaching local government officials in relation to job descriptions. The term "job descriptions" appears in many teachers, and

Governors: other ideas

Sir.—In the article written by Margaret Prussler for the *Observer* of June 6, there seems to be an unfortunate line reached in terms of unsubstantiated statements and arguments by assertion.

Our Governors are to be a broadly-based group with no political allegiances. Well, yes, but what is the broadness? Is it non-denominational, non-Christians and non-Jews have a remarkable contradictory term: "nonpolitical citizens."

The "broad base" is presumably resting on and doing nothing.

Then we come to a series of statements used to support the "broad" and community participation of "communally-based alternatives" in the part of people (like

Sir.—Let no one say that British industry ignores the opportunity for new products. Let no one say that the Dunkirk spirit is dead. Let no one say that the complaints of the National Association of Head Teachers are justified.

A shop in my fairly affluent suburb is doing a good trade in small plastic saddlebags containing a little vacuum flask, plastic knife, fork and spoon, and a space for sandwiches or whatever, called School Lunch Kits, price £4.95—cost of about 10 school lunches.

P. T. SLOMAN,
Glebe Road,
Lundon, SW13.

Aid to beauty ... or brains?

At least the computer would have recognized the difference between silicone—a type of wax, and silicon—the brains of a computer.

DAVID A. P. KRAMPTT,
 Durham Close,
 Little Lever,
 Bolton

Comic contacts

Mr. I am trying to research the activities of the Comics Campaign Council, formed in London in 1953. May I invite any reader who was involved in it in any way, or who knows of any surviving material from it, to contact me?

MARTIN BARKER,
ristol Polytechnic,
umanities Department,
Shooslands, Bristol

A more accurate picture

Mr.—When I had the pleasure of contributing to the first volume of the *Journal of the Institute for World Health Curriculum*, my intention was to write a balanced account of the INSET project at this college, as part of the journal's interesting survey of current developments in health service work in the United Kingdom. I do not expect to see some criticisms of the scheme extracted, isolated and reported, as they were in your issue of May 23, under a headline suggesting that the overall project plan was too ambitious.

No, that is not strictly true. Those in the trenches, those in the battlefield actually teaching children through physical education.

suffered from no such constraints. In great institutions, particularly those deriving their prestige from academic excellence and thereby respecting mind and physical education as serious permanent injury.

The recent "shake out" in technical education, of course, has free minds wonderfully. At least one of us hopes that it has. The Thomas L. Loughborough Institute to assist Loughborough training as "teacher training, research, management and the biology of physical activity" . . . and in that way he has any sense.

Loughborough and Carolee

Taking smaller shares

Sir,—I have not had an opportunity to read *Education 2000* which was so dismissively reviewed in the TES, June 8, but it is evident that the authors have not identified what is surely the most important problem facing schools now: that of educating our pupils to expect, and be satisfied with, a smaller share of the world's goods than they are entitled to. It is clear that many of our pupils face unemployment is ahvions to all, and it is clear to many that for some of those young people such unemployment may be permanent, that there are arguments that the share of the world's goods which we will suffer a progressively increasing cut in our living standards over the next 20 years or more. These arguments are too long to rehearse fully here, but even from the facts of the world's population, for example, the Brandt Report which shows that world trade as a whole can only continue if there is a more equitable distribution of wealth, the means now exist for a relative prosperity to be held a rich one to ransom and even if this were untrue so the demands of natural justice are such that we cannot deny the poorer countries a larger share of

Religion and recruitment

Slr.—Coming from a part of the United Kingdom, where religious discrimination in employment once was rife, was rightly condemned, and these now been forced underground, I am repeatedly baffled and disturbed by its continued existence in English schools. In the May 3 issue of THE PBS, celligiose preference was expressly mentioned in advertisements for teachers of Social Studies (page 49), Modern Languages (pages 49 and 51) and Physics (page 54). It would appear that, despite the scarcity of bilingual teachers, a national insu-

Factual approach to holocaust

Spending on education reflects what the government considers important. Conservative governments have demonstrated quite clearly that education is not important. In their eyes and they should therefore stop attacking the schools which yield a greater return in terms of dedication and expertise for the money they are entitled to expect for the money they spend.

CHAIKES STUART-JERVIS
14, Wood School,
London SE22.

Factual approach to holocaust

Sir—The Yad Vashem Committee of the United Kingdom has been established for the purpose of ensuring that information about the holocaust of the Jews in both this country and freely available in this country.

It is a time when there appear to be attempts to deny the facts of the holocaust, it seems particularly important that reliable materials be produced to ensure that those who are interested in teaching the truth will find it easy.

A Working Group is being established to collect a wide range of material and teachers' aids for those teachers interested in teaching about the holocaust, particularly in the light of the fact that in a period when racism and oppression of ethnic groups seem to be constantly in the news.

As well aware that there are many people who are interested in

ch to holocaust

who are already teaching about the Holocaust within their history lessons at secondary school level and I would be most pleased to hear from anybody who is either interested in joining our working group or would be kind enough to inform me of the materials which they use to present and find most suitable for the CSE and O level age group.

This intention is to ensure that the material produced will eventually be the most relevant and useful in British schools and it is hoped that with widespread advice from the top teachers in the field, this can be achieved.

CLIVE A. LAWTON,
Education Officer,
Yale Vashem Committee,
Woburn House, Upper Woburn Place,

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Dyslexia: visual difficulties may contribute

Sir,—We feel that we must leave Sir Isaac with Harrietta Dombey (April 11) over her summary dismissal of possible visual causes of dyslexia. She is certainly correct in stating that it is not deficient vision or assessed or schann medical toxin which prevents dyslexias from learning to read. But it does not follow from this that there is nothing wrong with their vision at all. Many dyslexics have predominantly visual errors when they read; they complain that the letters and words seem to move around the page and reverse themselves, so that they do not know in what order the letters should come in which way around they should really be. But such problems are not picked up by conventional sight tests.

When a child begins to learn to read, his eye-movement control system is suddenly called upon to perform at a very much higher level.

difficulties may contribute

of precision than ever before. The eyes can dissolve visual-verbal material; to either hemisphere depending on where the area is located. Yet initially only the left hemisphere containing the language areas can interpret what it is seeing.

When a child begins to read he must learn to position his eyes very accurately in order to deliver verbal material preferentially to the left hemisphere; but in any case so that he knows precisely where the words are pointing and can therefore compensate for any confusing effects of interhemispheric transfer. An unintended eye shift only a few inches to the left of a normal position to the left is to the right hemisphere.

The normal child achieves high positional accuracy for reading by developing a "leading" eye—perfecting the motor control of only one eye first. In a recent double

Let parents pay for examinations

SIC—A less odious method of parental contribution, which may be avoided, and one which may be perceived as not contradicting the principle of free education for all, exists to pay public education fees.

In most secondary schools the fees can amount to a significant fraction of the expenditure on the school and in some schools even exceed it. The money raised would be substantial and could be distributed in some useful way; it could be used to subsidize the education of poor children, or it could be used to save necessary teaching posts.

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Dogged and determined

Continuing our pressure group series, Angela Neustatter finds the National Campaign for Nursery Education battling on despite the enveloping gloom



Relative deprivation: in England Wales nursery education is available to less than 20 per cent of under fives...

When Margaret Thatcher, as Minister of Education, announced her plans for an expanded programme of nursery education in 1972, the vigorous women who had spent seven years manning the National Campaign for Nursery Education had a happy vision of becoming obsolete.

That vision has turned very sour the past year, as they have watched the cuts brought in by Mrs Thatcher hit a nursery education programme which has, they feel, never been better than inadequate. And if the energy they continue to dedicate to campaigning implies optimism, their words are a good deal more guarded. Margaret Cohen, the campaign organizer, says:

"We are angry and gloomy about what is happening. There is no reason to think that it will improve next year—on the contrary, it may well get a lot worse. But we are committed to battling on, and even in the bad times I think that we do succeed in affecting decisions by being a strong pressure group."

The most dramatic example of this, for which they believe credit is due, was the decision by Oxfordshire to reverse the plan they made to economize by closing all nursery schools and classes. The campaign and its local Oxford group drew up a petition, wrote to MPs, stimulated correspondence in the local press, and got as much media publicity as they could, as soon as the decision was announced.

"It was really an enormous fuss, and the Oxford press said they had never had on issue which attracted such a volume of correspondence. We do feel our action and organization were influential in making the public very quickly aware of what was going on, and in creating anger. That is the strongest weapon, because local councillors do not want to lose the favour of the electorate," Margaret Cohen says.

Nowcastle was also considering closing all nursery provision, she adds, and they wrote to the director of education. "I have just had a letter saying they are not now going to do so. We cannot be sure that they were influenced by us, but I like to think so."

They have written to all authorities threatening closures, but Nottingham has been a particularly disappointing "cold shoulder". There they are decimating the nursery programme by dismissing nursery assistants. Margaret Cohen explains: "They dismissed the assistant from a class with 40 children, and the teacher said she simply couldn't continue. In all they have dismissed 136 nursery assistants."

The aim of the campaign is to have nursery education for every child made a statutory right. Margaret Cohen explains: "We want legislation passed stating that local authorities must provide a nursery place for every child. The under five years are vital in a child's development, and nursery schools are the ideal place for children to enjoy play and at the same time develop intellectual, linguistic, social and creative skills. All children benefit from this, and for some it is undoubtedly a lifeline."

The campaign is not suggesting that nursery education should be compulsory for all children. "There are certainly mothers who want to spend those years with their children and feel they can offer stimulus, but there are a great many mothers who do not feel this, and in the case of working mothers nurseries are particularly vital."

Formed in the mid-sixties the campaign is an offshoot group of the National Assembly of Women, which Margaret Cohen represents. The chairwoman, Mrs E. M. Osborne who received an MBE for her work, and is now vice-president, says the reports say, as market place. They were concerned at seeing the recommendation of the 1944 Education Act, that nursery education should be available, eroded. In 1960 the circular prevented expansion of nursery education, and before that there were places for only about 10 per cent of the nation's under-fives. Today, while places for about 20 per cent, the NCNE feel is derisory compared with the rest of Europe.

They may not be militant, in the sense of some contemporary pressure groups, but they are dogged and determined. They now have affiliated groups across the country and the support of many other organizations, most significant the NUT; and there is NUPE, the National Union of Public Employees, the Children's Fund, the British Association for Early Childhood Education, and several women's groups.

Their first demonstration in 1968, when 500 women and babies descended on Parliament, attracted a "good deal of sympathy", and if the policeman following push chairs and picking up drink bottles was heard to declare: "We were let you do this again in a hurry." Short, the Minister of Education, was impressed enough to see the women, and later brought in a relaxation on the nursery education provision ban, and introduced Urban Aid, through which local authorities could borrow money to set up nurseries.

In 1977, having seen that Mrs Thatcher's plans for an expanded nursery programme were not to be, under Labour, the campaign drew up a petition to make nursery education statutory. They are not sure enough to believe they are likely to succeed in this aim just now, but they feel it is an important principle to aim towards.

They have stepped up their activity since the announcement of the cuts, and they feel disappointed that they were not successful in preventing Mark Carleton from changing the words of the Education Act from "it is a duty" for local authorities to provide nursery places to "it is a power".

Margaret Cohen and her colleagues do not feel conciliatory about this. "It is a very misguided policy to deprive children of nursery schooling. It may not be possible to say that this does prevent later maladjustment, but I'm absolutely certain that in a good number of cases it is true. Bored, under-stimulated children develop quite a number of problems, and an awful lot of money is spent on dealing with the problems of maladjustment when it occurs. Nursery education is also vital for immigrant children who have language difficulties, and for children with handicaps of one kind or another."

"And it's absurd to say that full provision would be too expensive when you look at the sums being spent on special schools, the question of priorities and values that's all."

National Campaign for Nursery Education, chairwoman, Valerie Allen, 33 Hugh St, London, SW1; campaign organizer, Margaret Cohen, 167 Woodland Gardens, London, N10.

The next article in this series will be on the National Association for Multi-Racial Education.

most developing countries struggle to provide basic services to more of their people, disturbing reports indicate that Chile is doing the opposite.

Schooling and health care are becoming progressively less available to poorer people, the reports say, even the most elementary welfare services as commodities to be bought and sold, taken from the state.

Children in particular are said to be suffering. Child labour, prostitution, and malnutrition are increasing, while fewer children today receive basic medical care than did a few years back, and education standards are dropping at every level.

Many thousands of children are also said to have suffered from direct political violence. Some reports cite individual cases of child torture and imprisonment, and a bulletin produced by a group of Chilean priests working in Chile estimates that of 2,500 people known to have disappeared, 140 were students or school children.

Some 60,000 children are thought to have been killed or have been killed, and a special programme has been started in Santiago to help them with their problems.

The last decade has been a turbulent time for the country. For three years, until 1973, the Popular Unity Government of President Allende held power. It opened up access to higher education and introduced and extended community-based education and health services. General Pinochet's Government, which took power in a military coup, has run things very differently since then. Its attitude to welfare policies has been put in a nutshell by its Health Minister, Colonel Sporer, in 1975, referring to his own army of command: "Health is not a right to be given out; the population must buy it by financing it directly or indirectly."

Naturally most critical reports come from groups opposed to the Pinochet Government. But their sources are varied. From a recently published booklet which is outstanding in its praise of the present Government, *Seeds of Disaster: Seeds of Hope*, by Pedro Pablo Kuczynski, says of education: "A great deal remains to be done. Indeed the field of education presents probably the widest and most difficult task still to be tackled."

This task has been outlined in a report on education in Chile, made by a group of American Quakers at the end of last year. In keeping with the overall sharp decline in social spending, it says, the education budget has dropped from \$1,100m in 1972 to \$150m in 1977. The number of free school meals has dropped by 43 per cent since 1972. University admissions have been cut back by almost 50 per cent.

Teachers, who have always been poorly paid, have had salary cuts. Taking inflation into account, this has meant an income drop of more than 60 per cent on 1972 salaries.

Future education plans are harsh and unambitious, says Gonzalo Vial Correa, the Education Minister, who is supervising the introduction of a new primary system which will give children only the most basic schooling in the three R's, plus a smattering of Chilean history and geography. Overall, the propaganda content of the syllabus is to be increased considerably. "We will give Chileans 'minimal' education, good workers, good citizens and good parents."

The support for education is to be

frozen at its present level and higher schooling is to be a luxury available only to a few, and then only on a paying basis. Most schooling beyond the primary years is to be vocational, although the majority of technical schools are to be turned over to private hands to be run on a profit basis.

The Chile Committee for Human Rights, in London, has been monitoring press reports, official figures and other information from Chile to build up an overall picture of the effects of policies such as these.

It quotes school enrolment figures as having dropped from 92 per cent in 1972 to below 70 per cent in 1978, and points out that although primary school attendance is supposed to be compulsory, it costs parents about £5 a month for uniforms, materials and various levies. The average wage of a worker in autumn 1978 was £55 a month and unemployment is estimated at 20 per cent at present.

The committee's figures also show that health spending dropped to a third of its 1970 level by 1977; that the number of doctors practising in the country fell by more than 1,000 between 1973 and 1975; and that the incidence of infectious diseases such as typhoid has shot up

dramatically.

A Catholic relief organization helping to run a voluntary feeding programme estimated in 1977 that more than 60 per cent of the 28,000 children fed in its dining rooms were undernourished.

Chillingly, the Minister of Health has said: "In Chile 221,000 children are living in extreme poverty, which implies undernourishment. Sixteen out of every 100 finish a secondary education. Eighty per cent have an intellectual quotient lower than 90. These children are not a source of power, but a dragging weight from a military point of view, they are useless."

Reports agree that the overt violence and political punishments of the first years of General Pinochet's Government have tapered off. The confidence of the Government is now such that some community groups are springing up again, and opposition can occasionally be voiced. There are official moves to restart crucial feeding schemes, and an attempt to introduce direct primary school fees was blocked by widespread public protest.

Yet only very recently the founder of the economics department of the University of Chile was forced to resign, along with members of his senior staff, because

his views did not coincide with those of the young Chileans "the Chicago boys", who have been given a free hand to run the country's economy.

Such repression has been the hallmark of the Government's policies towards higher education since 1973. Sybil Clardy, who lectured in English at the University of Chile before fleeing to England in 1976, remembers many departments being closed, completely in the post-Allende years, and entire staffs being sacked.

"At one time university was almost free, and students could apply for grants as well as people from the working class could go there easily. Now only the privileged elite are able to go."

"Things, I think, are going from bad to worse. There are new educational laws. And the most important thing is that education, health and housing have become market items. Everything is being bought and sold now."

The Chile Committee for Human Rights can be contacted at 266, Pentonville Road, London N1 9JY.

The British Chilean Council, which produced *Seeds of Disaster: Seeds of Hope*, is at 128, Kensington Church Street, London, W8.



while in Chile nearly a quarter of a million children are, according to government statistics, living in extreme poverty.

writing for radio and especially for its news bulletin does have its problems.

"You see, unlike the reader of a newspaper, the radio listener cannot skim until he sees a headline line that attracts his attention. Nor can he reread a paragraph that's gone."

So does this mean the beginning of a sentence must catch the listener's ear?

"Yes indeed. Exactly that. And a headline must be built into the opening words of a paragraph. And one thing more. Sentences have got to be short, very simple. To the listener."

And labels must precede (I'm sorry: I'll write that again). And labels have got to go in front of names. The bulletin writer must put, "The regional writer collected from Mr. Mr. Sponge," and not "Mr. Sponge who organized the collection of waste paper . . ."

This is because the sentence must make sense to the listener from the start.

We need to help the inattentive listener; we cannot invariable changes to the language. Sadly, in order to really stress a not particularly important item, it may even prove necessary to obtrusely spell out infinitives.

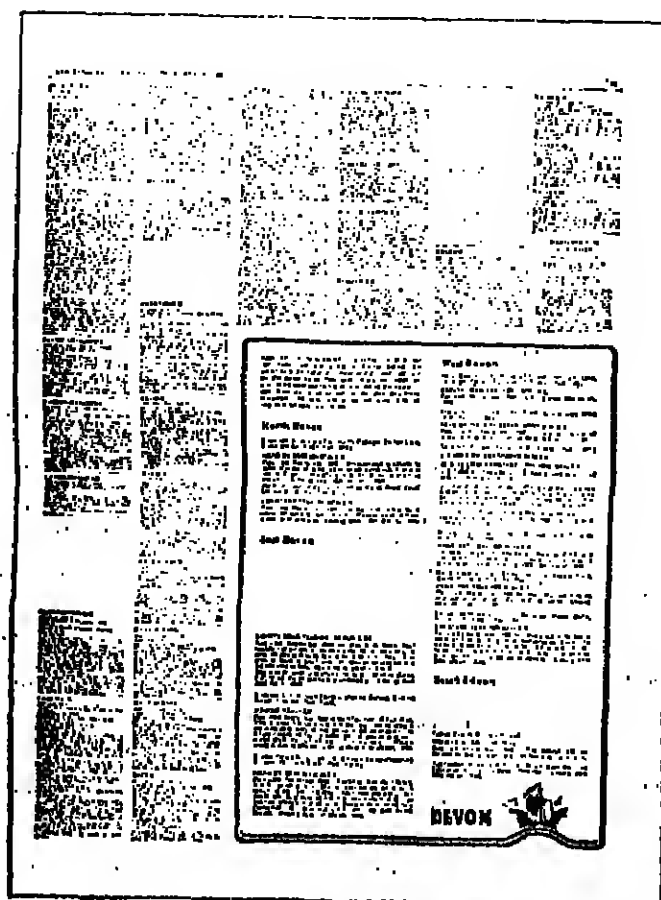
So, finally for a considered view of the problem and the fierce, less deeply seek a balanced ending by crassly juxtaposing (sorry, running up against each other) two opposing views.

"Often careless to the extreme and frequently neglectful of the accepted patterns of our language, radio English is, at its best, a practical, a realistic and syntactical inheritance."

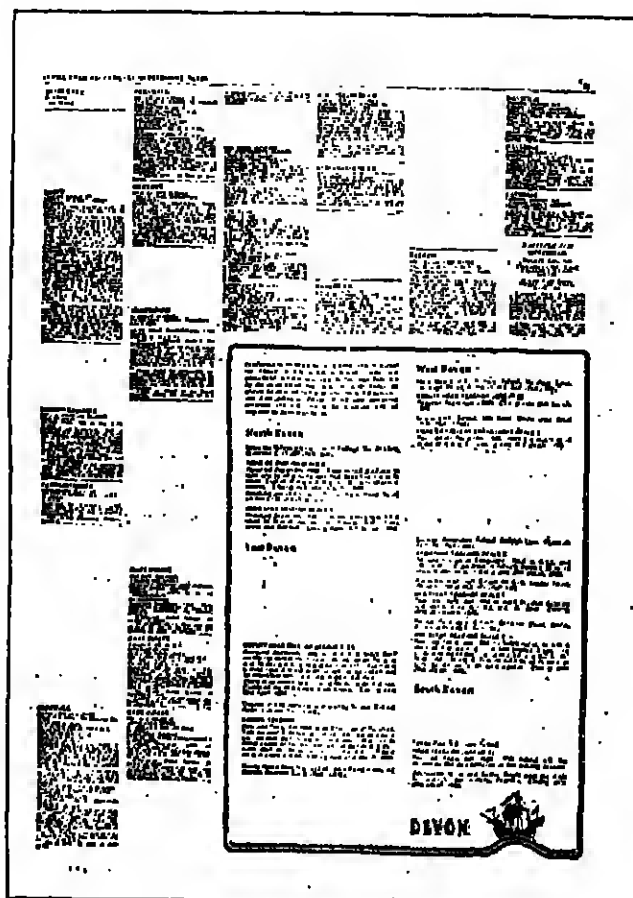
"It's the busy listener we're thinking of. To help him, we've got to be direct and interesting."

And so, to conclude, I'll give you the fact, let me say that brings to you and this calling for depth survey and, in case it's been a bit too serious for the last of the week, let's lighten it all up. So, good-bye, good-bye and have from me for now, good-bye and have a good weekend.

David Seid



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Applicants should send their curriculum vitae, with three recent photographs, to the Headmaster, Albert County Primary School, Milton Keynes, by 15th July 1980.

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
ALBERT COUNTY PRIMARY SCHOOL
Group 2

Applications are invited from suitably qualified and experienced teachers for the above post, to be held from September 1981.

Applicants should send their curriculum vitae, with three recent photographs, to the Headmaster, Albert County Primary School, Milton Keynes, by 15th July 1980.

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
ALBERT COUNTY PRIMARY SCHOOL
Group 3

Applications are invited from suitably qualified and experienced teachers for the above post, to be held from September 1981.

Applicants should send their curriculum vitae, with three recent photographs, to the Headmaster, Albert County Primary School, Milton Keynes, by 15th July 1980.

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
ALBERT COUNTY PRIMARY SCHOOL
Group 4

Applications are invited from suitably qualified and experienced teachers for the above post, to be held from September 1981.

Applicants should send their curriculum vitae, with three recent photographs, to the Headmaster, Albert County Primary School, Milton Keynes, by 15th July 1980.

City of Coventry

St. Elizabeth's R.C. Junior and Infant School

Applications are invited from suitably qualified and experienced teachers for the above post, to be held from September 1981.

Applicants should send their curriculum vitae, with three recent photographs, to the Headmaster, St. Elizabeth's R.C. Junior and Infant School, Coventry, by 15th July 1980.

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
ALBERT COUNTY PRIMARY SCHOOL
Group 5

Applications are invited from suitably qualified and experienced teachers for the above post, to be held from September 1981.

Applicants should send their curriculum vitae, with three recent photographs, to the Headmaster, Albert County Primary School, Milton Keynes, by 15th July 1980.

BROMLEY

London Borough of Bromley
BROMLEY JUNIOR SCHOOL
BROMLEY ROAD, BROMLEY, KENT BR1 1LH

Applications are invited from suitably qualified and experienced teachers for the above post, to be held from September 1981.

Applicants should send their curriculum vitae, with three recent photographs, to the Headmaster, Bromley Junior School, Bromley Road, Bromley, Kent BR1 1LH, by 15th July 1980.

BROMLEY
London Borough of Bromley
BROMLEY JUNIOR SCHOOL
BROMLEY ROAD, BROMLEY, KENT BR1 1LH

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Classified Advertisements

The charge for advertising in all classifications is £1.05 per line (minimum 3 lines).
Display in classified advertisements £6.00 per single column cm (minimum space 9.5 cm double column at £11.00).

A charge of £1.50 is made for Box Number facilities.

Advertisements received by Monday will be published in the following Friday's issue subject to availability of space.

Copies should be sent to:
The Advertising Manager,
The Times Educational Supplement,
New Printing House Square, Gray's Inn Road,
London WC1X 8EZ,
by Monday for the following Friday's issue.

OXFORDSHIRE

COUNTY COUNCIL
BRIGHTWELL JUNIOR SCHOOL
C.M. JUNIOR SCHOOL

Applications are invited from suitably qualified and experienced teachers for the above post, to be held from September 1981.

Applicants should send their curriculum vitae, with three recent photographs, to the Headmaster, Brightwell Junior School, Oxford, by 15th July 1980.

OXFORDSHIRE
COUNTY COUNCIL
BRIGHTWELL JUNIOR SCHOOL
C.M. JUNIOR SCHOOL

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Applicants should send their curriculum vitae, with three recent photographs, to the Headmaster, Brightwell Junior School, Oxford, by 15th July 1980.

DURHAM COUNTY COUNCIL

EDUCATION DEPARTMENT

Posts of Special Responsibility

Applications are invited from suitably qualified and experienced teachers for the following posts of Special Responsibility, required for September, 1980, or at such as possible thereafter:

SCHOOL AREA EDUCATION OFFICER

DEPUTY HEAD TEACHER

ASSISTANT TEACHER (SALARY SCALE 21)

Applications are invited from suitably qualified and experienced teachers for the above posts, to be held from September 1981.

Applicants should send their curriculum vitae, with three recent photographs, to the Headmaster, Durham County Council, by 15th July 1980.

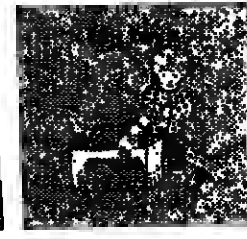
DURHAM COUNTY COUNCIL
EDUCATION DEPARTMENT
15th July 1980

Prettification

Hunt the King

Tomb-robbers

**Abelard announce
Four New
BOOKS FOR ME
by Margaret Wolff**



MY TOYS
£1.75 hardback
ISBN 0 200 72659
50p paperback
ISBN 0 200 7266B

MY PUSSYCAT
£1.75 paperback
ISBN 0 200 72661
50p paperback
ISBN 0 200 72660

The Blackle Group
Furnival House, 14-18 High Holborn, London WC1V 6BA

Children's Literature

Illus. Cloth £12.60 Paper £5.00
New Haven and London
18 Bedford Square, London. WC1 3JF

The Best New Children's Books from METHUEN

author has avoided the
They would counter it
the book, which is to
himself.

storyteller! £3.25

Methuen Children's Books



contemporary and
famed storyteller.



hunting so that he can earn enough money to buy a new armchair. But there are many misadventures before he finds the perfect job.

by Blakeley
de Tapscott

Adam & Charles Black

well established team who
pursue for C.B.E. &
A level examination
and the ability to do
in the lower school will
advantage.

Apply by letter to The
Teacher giving full curriculum
and names of two referees

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BEDFORDSHIRE—NORTHERN AREA

Required for September, 1980, unless otherwise stated.

Application forms and further details obtainable from the Headmaster at the School (returnable as soon as possible).

Stratton Upper School

Eagle Farm Road, Biggleswade, Bedfordshire
Telephone: Biggleswade 312745

Headmaster, Mr G. Suggett
(Group 12, 1,200 on roll, 150 in Sixth Form)

SECOND DEPUTY HEAD

Required for January, 1981: a Second Deputy Head. A suitably qualified applicant is sought to join the management team of this large mixed comprehensive school (13 to 18). Particular responsibilities are for Pastoral Care and Discipline throughout the school.

CHEMISTRY, SCALE 1

Assistant Chemistry Teacher, qualified to teach at least to CSE "O" level. Ability to teach Physics an advantage. Probationary teachers seeking a first appointment would be welcome to apply.

Sharnbrook Upper School

Odell Road, Sharnbrook, Bedfordshire
Telephone: Bedford 782211
Headmaster, Mr G. W. Grounds

HEAD OF YEAR, SCALE 4

Required for September, 1980, or January, 1981: a Head of Year, Scale 4; the ability to teach French or German throughout the school will be required.

TECHNICAL STUDIES, SCALE 1

To teach throughout this well-equipped school. Enthusiastic probationary teachers seeking a first appointment would be welcome to apply.

Redborn Upper School and Community College

Pittwick Road, Ampthill, Bedfordshire
Telephone: Ampthill 404462
Headmaster, Mr L. J. Crichton, DA, BSc
(Roll 1,050, Mixed, 13 to 18)

HEAD OF PHYSICS, SCALE 3

Required for September, 1980, or January 1981. Courses taught at "A" level (Nuffield), "O" level (Cambridge), plus CSE Technology and Electronics also offered. Well equipped, large laboratories, preparation rooms and darkrooms. Redborn serves the pleasant, semi-rural area of mid-Bedfordshire.

St Thomas More Upper School

Tyne Crescent, Bedford MK41 7VL
Telephone: Bedford 41201/2
Headmaster, Mr A. Doyle, BA

CHEMISTRY, SCALE 1

Required for September, 1980, for approximately two terms, a Scale 1 Teacher of Chemistry to teach Chemistry and some Integrated Science. This is a temporary post to cover the maternity leave of the current post holder.

Hastingsbury Upper School

HW Ross, Kempston, Bedford
Telephone: Bedford 659636
Headmaster, Mr A. Greenhalgh
(Comprehensive Upper, 13 to 18)

GERMAN AND FRENCH, SCALE 2

Well-qualified teacher of German and French. Initially the successful candidate will need to teach more French than German, but the proportion of German will increase over the year. A Scale 2 post is available for a candidate able to offer suitable experience as well as good qualifications.

The Samuel Whitbread School

Canon, Shefford, Bedfordshire
Telephone: Hitchin 612755
Headmaster, Mr K. S. Oodsworth, MA
(Upper School, 13 to 18, 900 on roll)

PHYSICS, SCALE 1

Courses are established to CSE, GCE "O" and "A" level in all main science subjects. There is a chance of "A" level work for a suitably qualified candidate.

DESIGN, SCALE 1

Courses are established to examination levels in Woodwork, Metalwork, Technical Drawing and Technology. Well-equipped workshops with staff office and design studio.

HISTORY, SCALE 1

Required for September or December, 1980: a temporary teacher at History. Schools Council Project work is established in the school and Sixth Form work is available.

BOYS' PHYSICAL EDUCATION, SCALE 1

A suitably qualified teacher of Boys' Physical Education. The post is temporary for one year during a period of secondment of the Head of Department. First-class facilities including Sports Hall and on-site playing fields.

Pilgrim Upper School

Brickhill Drive, Bedford
Telephone: Bedford 50612
Headmaster, Mr R. Cornwell

CRAFT AND DESIGN, SCALE 1

A well-qualified and enthusiastic person with a creative approach and a particular interest in Engineering Craft and Technology. Industrial experience would be most valuable, and an ability to teach Technical Drawing would be an asset. Applications are invited both from qualified teachers and those at present in industry or relevant employment.

BOYS' PHYSICAL EDUCATION, SCALE 1

An all-round, but the specialisms of Rowing, Athletics and Rugby are particularly important. Excellent facilities with a great variety of activities. The post is suitable for an enthusiastic young teacher. Some teaching of a second subject will be needed. Pilgrim Upper School is situated in a pleasant residential area of North Bedford. A former grammar school, it is now fully comprehensive (13 to 18).

John Bunyan Upper School

Mile Road, Bedford
Telephone: Bedford 64351
Headmaster, Mr F. Rushton
(Roll 1,080, 13 to 18 Comprehensive)

BIO-CHEMISTRY, SCALE 1

A graduate teacher would be preferred who is able to teach up to "O" and "A" and "S" level in Biology, and for Chemistry. A replacement is required to cover the maternity leave of the existing post-holder; there is every likelihood of this post becoming permanent. General Science is a major component of the Science syllabus and all staff are expected to participate in this teaching programme. The Department is well equipped with seven laboratories and four small specialist rooms. There are 11 staff in the Science Department. Some accommodation may be available if required.

ENGLISH, SCALE 1

The school has well-established courses to CSE, "O", CEE and "A" level in a modern and successful department. Ideally, the successful candidate will be a graduate able to teach throughout the age- and ability range up to "A" level. An enthusiastic candidate is sought who would join a flourishing team. The post would provide a supportive and stimulating situation for either a new or an experienced teacher. Teachers seeking a first appointment would be welcome to apply. Interested candidates may ring the Head of Department at the school for information.

GEOGRAPHY, SCALE 1

The person appointed will share in the teaching of Geography throughout the school to "A" level and will be expected to take an important part in the team teaching in the Humanities Department. The Schools Council Geography Project 14 to 18 forms the basis at "O" level and CSE courses.

POTTERY AND ART, SCALE 1

Temporary teacher of Pottery and Art, to cover the secondment of an Art teacher. Must be experienced in preparing for glazing, loading kiln, etc.; teaching to "O" level and "A" level GCE and CSE. Interest in teaching English and Remedial Subjects an advantage.

BUSINESS STUDIES, SCALE 1

Full-time teacher in the Business Studies Department. The successful applicant will be expected to teach Commerce to CSE and "O" level standards and to develop the existing CSE "O" level Understanding Industrial Society Course which is a core subject in the Fourth and Fifth Years. The ability to teach either Typewriting or Office Practice would be an advantage.

Arnold Middle School

Hendon Road, Barton-le-Clay, Bedford MK48 4HZ
Telephone: Luton (0552) 861392
Headmaster, Mr A. J. Halgh

SCIENCE COORDINATOR AND THIRD-YEAR LEADER, SCALE 3

Required for September, 1980, or as soon as possible thereafter: an experienced teacher for the post of Science Coordinator and Third Year Leader. Well-equipped laboratory facilities available.

COLOMA CONVENT GIRLS' SCHOOL

Upper Shirley Road, Croydon
Surrey CR9 5AS
01-654 6228

Voluntary Aided, developing from a Grammar to an All-Ability School

Required for September, 1980:—

(1) **TEACHER OF HISTORY**, with some Religious Studies or Latin or Economics or General Studies;

(2) **GRADUATES** to share the teaching to "A" level of:—

(a) **BIOLOGY**;

(b) **PHYSICS**;

(c) **ENGLISH**.

(3) **GRADUATE** (temporary post covering maternity leave) to teach **LATIN AND CLASSICAL STUDIES** to "A" level.

Practising Catholics preferred.

County of Cleveland**IMMIGRANT TEACHING SERVICE****HOME/SCHOOL****LIAISON TEACHER FOR ETHNIC****MINORITY PUPILS SCALE 2**

Required for January, 1981, or earlier if possible, a qualified and experienced bilingual teacher fluent in Punjabi (or Urdu or Hindi) to join a specialist team of peripatetic teachers based at the Centre for Multi-Cultural Education. The teacher appointed will share the work of creating better understanding between Cleveland Schools and ethnic minority groups.

Car ownership would be an advantage.

Financial assistance with household removal expenses is available in approved cases.

Forms of application are obtainable from and returnable to the Team Leader, Centre for Multi-Cultural Education, Victoria Road Primary School, Victoria Road, Middlesbrough, Cleveland, not later than 4th July, 1980.

CLASSIFIED ADVERTISEMENTS

The charge for advertising in all classifications of the

Classified Advertisements is £1.05 per line

Minimum 3 lines.

Display in classified advertisements

£6.00 per single column cm (minimum

space 9.5 cm double column at

£114.00).

A charge of £1.50 is made for Box Number facilities.

Advertisements should reach

THE TIMES EDUCATIONAL SUPPLEMENT

New Printing House Square, London WC1X 8EZ

by Monday for the following Friday's issue

**PAPER WAIT?**

Why wait to read yesterday's news in the staffroom copy of TES? Get all the news, views, features, book reviews and jobs to yourself every week. Simply complete one of the coupons below and give it to your local newsagent and be the first in the queue.

THE TIMES

Educational Supplement

Please keep a copy of the TES for me every week until further notice

NAME _____

ADDRESS _____

Please deliver a copy of the TES for me every week until further notice

NAME _____

ADDRESS _____

Bedfordshire
COUNTY COUNCIL

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SHROPSHIRE
EDUCATION COMMITTEE
WROCKWARDINE WOOD School
New Road, Wrockwardine Wood,

Yelford NF2 632
Required for September
 11/17/82. **1st** for **CILMISTRY** with
 11/17/82. **Scale 2** post for null
 able applicant.
 Further details from the office
 (S.A.E.).

SUNDERLAND
 Borough of
 EDUCATION DEPARTMENT
 WASHINGTON SCHOOL
 (Urban 12)
 11/17/82. **1st** for **Washington NF27 24**
 Required for September, 1981. 0.
 as soon as possible thereafter.
 11/17/82. **1st** for **Washington NF27 24**
 Required for September, 1981. 0.
 as soon as possible thereafter.

also some combined science in the lower school.
14. The C.B. of PHYSICS (SCIENCE) is available for a suitable applicant and some combined science in the lower school.
Removal, expenses and temporary lodging allowance may be payable in exceptional circumstances.
Application forms obtainable from the Headteacher at the school on receipt of stamped address envelope to be returned to him within 14 days of the appearance of this advertisement.
L. A. Bloom, Chief Executive.

EDUCATION COMMITTEE
LEUELANDS SCHOOL
 Cranleigh
 (12-16)
SCIENCE TEACHER with CIE
 Entry has to join dept board
 Integrated Science Expt
 must in SCIP an advanced
 Scale 2.
 Apply to the Head. Telephone
 Cranleigh 8243.

TRAFFORD
 (Metropolitan Borough of)
EDUCATION DEPARTMENT
ALTRINCHAM GRAMMAR SCHOOL

FOR GIRLS
(1.0381)
Clarendon Road, Bowdoo,
Albionham, Cheshire WA14 2NL
Tel.: 061-924 0827
PHYSICS (Scale 2)
Required for September 1960, by
qualified honours GRADUATE
where the teaching up to A-Level
level.
Application forms, available in
the head of the school, should
be returned as soon as possible.

CITY OF WAKEFIELD
METROPOLITAN DISTRICT

COMMITTEE
SCHOOL

TEACHER with CITIZEN-
ship Join dept board on
Finance, Exporters of
SCISIP an advantage.

turned on each as possible

WALTHAM FUELS.
London Borough of
The Council, within may m
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many valuable
Typified September, 198
1981
Applications are invited from
experienced TEACHERS of Scienc
for appointments to the Avon
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attached staff are seconded
school for at least a term as
may be required to do active
work of development in one o
Authority's High Schools for
14 year olds and for
work in a department in a

high school
Application forms obtainable
recipients of A.C. from the
Social Officer, London Hill
of Waltham Forest, Municipal
Offices, High Road, Leyton, L.
E15 6QJ.

Scale 1 Posts

AVON COUNTY

WELLSLEY SCHOOL
Noymsant, Bristol BS18 1PL
Wellsley is on 11 to 18

upils, 140 of whom are of
Sixth Form. The school lies
pleasant and prosperous five
miles from Bristol and seven
from Bath, on a large site

Required for September 1st, well-qualified candidates in the field of PHYSICS. The successful candidate will teach throughout the school and the ability to develop and deliver a variety of approaches are used in the years and the subject to be assigned at all levels. This position is a year.

Please apply immediately by mail to the field teacher at the following field office of an appropriate level. Enclose your names of five referees, along with your number.

AVON COUNTY
CHURCHILL SCHOOL
Churchill, Bristol BS19 5NQ
Headed from February
FATHER SCIENCE 1st
to assist in the teaching of
Combined Science in the year
C. The student's practical
to able to teach Science
to C.S.S. "O" Level
opportunity to teach A
to the school 1,450
on top in this mixed
live 11 to 18 school (with
Farm of over 800 acres
from the school
8 miles from Weston-Super-

Apply by letter to the director, curriculum, vlna and the school board for further details, as soon as a letter, 1966-13-4.90.

AVON COUNTY
NAILSEA COMPREHENSIVE
SCHOOL
Mickens Road, Nailsea
near Bristol, Avon
Mixed, 6-11 years
1,400-plus Pupils
Required: 1st September
TEACHER OF PHYSICS, School
teach this subject to
11-16 years

a suitably qualified teacher
 post. On level classes
 from consideration among
 term teaching undertaken
 Physics Department.
 Science is taught in the
 School and Physical Science
 Third Year.

[illegible]

Application forms and information available from the school.

Application forms obtainable
receipt of S.A.E. from the
Education Officer, London House
of Waltham Forest. Mun

Scale 1 Posts

AVON COUNTRY
WELLSWAY SCHOOL
Nymans, Bristol: B818 1PL
Wellsway is an 11 to 18
comprehensive school of
about 140 children where
Six Form. The school lies
pleasant and prosperous area
minutes from Bristol and seven

Required for September 1st, well-qualified candidates in the field of PHYSICS. The successful candidate will teach throughout the school and the ability to develop and deliver a variety of approaches are used in the years and the subject to be assigned at all levels. This position is a year.

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AVON COUNTY
CHURCHILL SCHOOL
Churchill, Bristol BS19 5NQ
Headed from February
FATHER SCIENCE 1st
to assist in the teaching of
Combined Science in the year
C. The student's practical
to able to teach Science
to C.S.S. "O" Level
opportunity to teach A
to the school 1,450
on top in this mixed
live 11 to 18 school (with
Farm of over 800 acres
from the school
8 miles from Weston-Super-

Apply by letter to the director, curriculum, vlna and the school board for further details, as soon as a letter, 1966-13-4.90.

AVON COUNTY
NAILSEA COMPREHENSIVE
SCHOOL
Mickens Road, Nailsea
near Bristol, Avon
Mixed, 6-11 years
1,400-plus Pupils
Required: 1st September
TEACHER OF PHYSICS, School
teach this subject in
the school.

a suitably qualified teacher
 post. On level classes
 from consideration among
 term teaching undertaken
 Physics Department.
 Science is taught in the
 School and Physical Science
 Third Year.

These copy instructions will be incorporated and carried out in the future.

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1. The first step in the process is to identify the problem or issue that needs to be addressed. This involves gathering information and understanding the context of the problem.

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Applicants must be able to teach
SOL, G1H and T.E.H. levels
Further details available from the
College.
Applications should be
sent to the College as soon as
possible.

NAME (please print)
ADDRESS
CITY/COUNTRY
POSTAL CODE

Completed
be returned

Monday 30th J
1980.

Application for
positions in the
above group may
be made from the Principal
Education (2022)
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should be returned
by the 1st of this month.

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Colleges of Higher Education

MANCHESTER
UNIVERSITY COLLEGE OF EDUCATION
Applications are invited from suitably qualified persons for the post of Lecturer in Education. The post holder will be responsible for the delivery of lectures and seminars in the field of education. The successful candidate will be expected to contribute to the development of the college and to the supervision of students. The post is full-time and involves a salary of £12,000 per annum. Applications should be sent to the Director of Education, University College of Education, 100 Oxford Road, Manchester M13 9PL. Closing date: 20th July 1980.

MOSELEY
UNIVERSITY COLLEGE OF EDUCATION
Applications are invited from suitably qualified persons for the post of Lecturer in Education. The post holder will be responsible for the delivery of lectures and seminars in the field of education. The successful candidate will be expected to contribute to the development of the college and to the supervision of students. The post is full-time and involves a salary of £12,000 per annum. Applications should be sent to the Director of Education, University College of Education, 100 Oxford Road, Manchester M13 9PL. Closing date: 20th July 1980.

NEIGHBOURHOOD YOUTH and COMMUNITY WORKERS
(1) HIGHGATE / MOSELEY ROAD Project (AEYC/SJW/231)
(2) NEWTOWN (AEYC/SJW/232)
Salary on Scale JNC 3A: £5,031 to £5,658.

Each Worker will be a member of a neighbourhood team led by a Community Education and Recreation Officer responsible for the appropriate Institute. The post holder will be responsible for the delivery of lectures and seminars in the field of education. The successful candidate will be expected to contribute to the development of the college and to the supervision of students. The post is full-time and involves a salary of £12,000 per annum. Applications should be sent to the Director of Education, University College of Education, 100 Oxford Road, Manchester M13 9PL. Closing date: 20th July 1980.

BIRMINGHAM CITY COUNCIL

Youth and Community Service

BORDERS REGIONAL COUNCIL
HAWICK/SILKIN
£7,077 to £8,405

Applications are invited from suitably qualified persons for the post of Youth and Community Worker. The post holder will be responsible for the delivery of lectures and seminars in the field of education. The successful candidate will be expected to contribute to the development of the college and to the supervision of students. The post is full-time and involves a salary of £12,000 per annum. Applications should be sent to the Director of Education, University College of Education, 100 Oxford Road, Manchester M13 9PL. Closing date: 20th July 1980.

LIVERPOOL
CHORLEY YOUTH WING
WARRINGTON
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LONDON
INNER LONDON EDUCATION AUTHORITY
KINGSWAY PRINCIPAL
Applications are invited from suitably qualified persons for the post of Youth and Community Worker. The post holder will be responsible for the delivery of lectures and seminars in the field of education. The successful candidate will be expected to contribute to the development of the college and to the supervision of students. The post is full-time and involves a salary of £12,000 per annum. Applications should be sent to the Director of Education, University College of Education, 100 Oxford Road, Manchester M13 9PL. Closing date: 20th July 1980.

NEIGHBOURHOOD YOUTH and COMMUNITY WORKERS
(1) HIGHGATE / MOSELEY ROAD Project (AEYC/SJW/231)
(2) NEWTOWN (AEYC/SJW/232)
Salary on Scale JNC 3A: £5,031 to £5,658.

Overseas Appointments

THE TORONTO FRENCH SCHOOL
The Toronto French School, one of Canada's leading non-denominational, private schools, is currently seeking a French teacher for the 1980-81 academic year. The successful candidate will be responsible for the delivery of lectures and seminars in the field of education. The successful candidate will be expected to contribute to the development of the college and to the supervision of students. The post is full-time and involves a salary of £12,000 per annum. Applications should be sent to the Director of Education, University College of Education, 100 Oxford Road, Manchester M13 9PL. Closing date: 20th July 1980.

ITALY
THE INTERNATIONAL SCHOOL OF MILAN
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WESTERN AUSTRALIA
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DIRECTOR
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OVERSEAS TEACHING POSTS

SPECIALIST IN ENGLISH FOR SPECIFIC PURPOSES (KUWAIT)
British Council Centre for English Studies, Kuwait.
Duties: Materials writing and development of ESP courses with a few related teaching and administrative duties. A candidate of exceptional quality will additionally be made Director of Studies.
Qualifications: Candidates, preferably 30-45, must have an MA in Applied Linguistics with a minimum of 5 years TEFL/TESL experience including recent ESP materials development.
Salary: £7,701-£9,480.
Benefits: Personal, children's and education allowances; free furnished accommodation (or rent allowance in lieu); medical scheme; employers share of superannuation contributions; 2 year Formula contract.
80 D 5

EXPERT IN ENGLISH EXPERT IN MATHEMATICS WEST BANK
Sirzeit University, Sirzeit.
Required for 28 September, 1980.
Outlets: English: To teach general linguistics at undergraduate level for 12 periods a week. Mathematics: To teach statistics, algebra or analysis, plus general lectures for 12 periods a week.
Qualifications: Candidates, men or women, should preferably be aged between 30-50 years. Depending on qualifications and experience they will be appointed to the rank of Assistant Professor or Associate Professor.
80 D 5

KEY ENGLISH LANGUAGE TEACHING SCHEME
The following posts to be filled under the KELT Scheme are wholly financed by the British Government as part of Britain's programme of aid to developing countries.
FOUR INSPECTORS OF ENGLISH (OMAN)
These four new posts have been created to give essential support to the KELT programme in Oman and will be based in the following areas: Capital, Dhahira, Salalah and Wusla.
Outlets: To supervise teachers and pupils in all schools in one of the above areas and to hold meetings and seminars with teachers, prepare and organize end of year tests; prepare any required supplementary materials; write reports on all teachers. Attend meetings of all inspectors held in the Capital during the year.
Qualifications: Candidates, men only, aged 30-50 must be UK citizens; have a degree in English or Modern Languages, plus one year Postgraduate TEFL qualification or MA in Applied Linguistics; and four years relevant experience, preferably with some inspection of teacher training experience as well as direct classroom experience and including at least 2 years' TEFL experience. Knowledge of Arabic desirable.
Salary: £7,779-£9,831 per annum (including 10 per cent increment).
Benefits: Salary free of UK Income Tax; variable overseas allowance according to marital status and salary level; free family passages; children's education allowance and holiday visits; free furnished accommodation; out-of-pocket allowance; medical scheme; beggars' allowance; paid leave.
Posts tenable September 1980. Contracts will be initially for 2 years. The Selection Board will be held in July.
K-34-37

Return fees are paid. Local contracts are guaranteed by the British Council. Please write briefly, stating qualifications and length of appropriate experience, quoting relevant reference number and title of post for further details and application form to The British Council (Appointments), 65 Davies Street, London, W1V 2AA.

NEW JOBS AT THE POST OFFICE FOR 16 AND 17 YEAR OLDS

Postal Cadets

The Post Office has introduced an exciting new scheme for young people offering comprehensive training on full pay, paid day release, interesting and varied work; lots of good benefits and most important of all, the start of a worthwhile career.

Joining as a Postal Cadet, they will become fully fledged Postmen or Postwomen by the age of 18, with excellent prospects for promotion to Postman or Postwoman Higher Grade. At 22 there are opportunities to become supervisors and then on to management grades.

Applicants must be 16 or 17 years old and pass an aptitude test and interview.

Thorough training is given on-the-job, together with a specially designed one week course. The work varies depending on the particular requirements of the area, but is likely to include indoor sorting, outdoor delivery of telegrams and letters, messenger work and other jobs in mail operations.

Paid day release is given until the age of 18.

Other benefits include good pay, subsidised meals, free uniforms, 3 weeks 3 days paid holiday plus public and bank holidays, a pension scheme (starting at 18) and sports and social facilities in most areas.

For further information check with your local Head Postmaster, or write to: Schools & Recruitment Section, Postal Headquarters, St. Martins-le-Grand, LONDON EC4A 3HQ.

The Post Office

South Glamorgan County Council

YOUTH ADVENTURE CENTRE

The Storey Arms, Brecon

WARDEN:

Teacher Scale 4

Warden (non-residential) required from January 1, 1981, or earlier, if possible. The Warden will be responsible for the administration, development of activities and instruction with supporting staff. Storey Arms is situated at over 440 metres in the centre of the Brecon Beacons National Park and offers courses for Schools and Youth Clubs from South Glamorgan. Further particulars on request.

Application forms may be obtained on receipt of a stamped addressed envelope from the undersigned to whom completed forms should be returned within 10 days of the appearance of this advertisement.

F. J. Adams, Director of Education, Education Office, Kingsway, Cardiff.

West Sussex County Council

Assistant Area Education Officer

North-Eastern Area
Education Office, Crawley

Required as soon as possible. This post is second in seniority in the Area Office. The successful candidate will be required to deal with educational and administrative issues across the whole range of county provision. The post would be suitable for an Administrative Officer with experience of teaching or an experienced teacher seeking to enter administration.

Salary Scale: £7,884-£9,880.

Closing date: 27th July 1980.

Application forms and further details available from the Director of Education, County Hall, Chichester, West Sussex PO19 1RL.

